DOCUMENT RESUME

ED 169 613 EA 011 471

AUTHOR DeLaurier, Frank; And Others
TITLE Developing and Implementing an Administrative Training Program: Hiring School Personnel.
PUB DATE 78
NOTE 119p.; Group Practicum Report, Nova University; Not available in paper copy due to marginal legibility of original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Administrator Education; Elementary Secondary Education; Employment Interviews; Employment Practices; *Inservice Programs; *Personnel Selection; Teacher Selection
IDENTIFIERS Dade County Public Schools FL

ABSTRACT

This training program, developed and implemented by administrators and personnel specialists, provided administrators in the Dade County Public Schools with skills needed in personnel hiring. In developing the program, consideration was given to the administrators' identified needs, relevant literature, interviews with employment specialists, research on existing employment practices and training strategies, and programs in operation throughout the country. The training program provided administrators with opportunities to acquire skills in developing job descriptions, preinterview screening, interviewing, and personnel selection. Emphasis was placed on the importance of efficient data collection, objectivity, and judgmental skills. To determine effectiveness of the program, a list of observable criteria was developed to determine whether participants had developed the skills being taught. At the close of the program, 90 percent of the participants were able to develop a satisfactory job description. One hundred percent of participants satisfactorily utilized screening devices to establish lists for interviews. Ninety percent satisfactorily designed employment interviews. Eighty-five percent satisfactorily applied employment criteria to data on individual interviewees. Ninety percent of the participants satisfactorily conducted postemployment interviews. Also included are a selected bibliography, a survey of personnel employment procedures, the personnel directors' rank order of employment criteria, and the manual used in the training program. (Author/JM)

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DEVELOPING AND IMPLEMENTING AN ADMINISTRATIVE TRAINING PROGRAM: HIRING SCHOOL PERSONNEL

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Submitted in partial fulfillment of the requirements of the National Ed. D. Program for Educational Leaders, Nova University.

Group Practicum Report
Miami/Ft. Lauderdale Cluster
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CONTENTS

ABSTRACT

FIGURES iv

PREFACE v

CHAPTER 1
INTRODUCTION 1

1.1 THE PROBLEM 1
1.1.1 Setting 2
1.1.2 Identification of Needs 3
1.1.3 Effect on Other Needs 7
1.2 THE OBJECTIVES 8
1.2.1 Summary of Specifications 8
1.2.2 Statement of Objectives 8
1.3 CONCEPTUALIZING A SOLUTION 9
1.3.1 Literature 9
1.3.2 Alternatives 24

CHAPTER 2
PRACTICUM DESIGN 26

2.1 THE STRATEGY 26
2.1.1 Rationale 26
2.1.2 Procedures 28
2.2 THE CHRONOLOGY 28
2.3 THE ROLES OF THE PARTICIPANTS 45

CHAPTER 3
RESULTS 47

3.1 THE DATA 47
3.1.1 Objective Achievement 47
3.1.2 Summary of Accomplishments 55
3.1.3 Concomitant Occurrences 55
3.2 THE INTERPRETATION 58
3.3 THE DISSEMINATION 63

CHAPTER 4
CONCLUSIONS 64

SELECTED BIBLIOGRAPHY 67

APPENDICES 69

APPENDIX A SURVEY OF EXISTING PERSONNEL EMPLOYMENT PROCEDURES 69

APPENDIX B RANK ORDER OF EMPLOYMENT CRITERIA BY PERSONNEL DIRECTORS 73

APPENDIX C AN ADMINISTRATIVE TRAINING PROGRAM: HIRING SCHOOL PERSONNEL 75

FIGURES

1. Informal Survey of the Adequacy of the Training of Administrators 4

2. Survey of the Adequacy of Specific Administrative Skills to the Performance of the School Personnel Employment Function 5

3. Visualizing the Time Sequence 29

4. Specifications for the Training Program Development 35

5. Observable Criteria for Job Specifications 48

6. Observable Criteria for Interviewing School Personnel 52

7. Observable Criteria for Personnel Selection 54

8. Visualizing the Outcomes 56

PREFACE

This practicum was conceived in response to needs expressed by school level administrators in the Dade County Public Schools. The practicum report is a narrative account of the efforts of the three writers to generate and implement an administrative training program for the improvement of school level hiring processes. The report is organized in a legical progression similar to the design of the practicum process.

The first chapter includes the background information. Consideration is given to the problem, the setting, the needs, the objectives, and the alternative solutions.

Next, the method used to carry out the strategy is described in a chronological account of the events.

In the third chapter, data are presented, analyzed, and interpreted.

The final chapter contains conclusions and recommendations.

The reference matter includes such documents as the products of the practicum effort.

Thus, the report proceeds, sequentially, from the statement of the problem to the description of the conclusions.

We wish to express appreciation for the suggestions and other support provided by Michael Barrett, Personnel Officer, Eastern Airlines, and Barbara Betolatti, Personnel Director,

First National Bank of South Miami. The efforts of these employment specialists highly contributed to the effectiveness of the practicum results.

We are also grateful to Leonard Greenbaum, Director of Staff Development, Dade County Public Schools. The expertise of his efforts was especially beneficial in the development of the training program, its implementation, and its evaluation.

Finally, we would like to thank the participating administrators from the Dade County Public Schools for their cooperation, assistance, and many helpful suggestions.

CHAPTER 1

INTRODUCTION

1.1 THE PROBLEM

Over a period of years, increasing numbers of employees of the Dade County Public Schools were leaving their positions. Among the 25,000 employees of the system, the annual attrition rate had reached approximately 15 percent. This exodus was occurring at a time when demands for accountability and concerns for institutional effectiveness gained local, state, and national prominence.

The vacancies created were filled by new employees selected primarily through a personal interview conducted by the administrators of the work location where the vacancy occurred. In the face of unionized personnel restrictions, there was a growing awareness of the strengths and weaknesses of particular school personnel. Administrative effectiveness was often equated with actions to dismiss school personnel with whom the public was dissatisfied. Similarly, there were demands on the selection processes. New employees were required to appropriately respond to needs within the school situation.

In short, for many years to come, it was predicted that the primary vehicle for admission into the school system would be the administrative interview. Although personnel employment strategies had not been considered in prior opportunities to

develop leadership skills, school administrators were thus expected to be the main determiners of the future of the public school system. An administrative training program was needed to provide for the development of effective skills in the process of hiring school personnel.

1.1.1 Setting

The previously described personnel attrition rate within the large, urban school district had been accompanied by the effect on the school population of a declining birth rate. In addition, budgetary limitations had resulted in a halt to the further expansion of the number of available positions that would have been provided by the implementation of plans for significantly decreasing class size and increasing support help in the classroom. Over the past few years, the number of applicants for positions in the school system had exceeded the number of available positions in increasing proportions. This situation sharply contrasted that of ten years prior when a majority of the present school administrators were in training.

For example, the period of the first three years of a teacher's employment was termed probationary. During these years and until the teacher was designated qualified and recommended for continuing contract, the monetary, reemployment, and other restrictions of the annual contract status were applied. Typically, 25 percent of all annual contract teachers did not complete the probationary period. Because annual contract teachers traditionally required a preponderance of the support

help time of school level administrators, the 25 percent attrition rate of this segment of the population was viewed as inefficient. This data implicated inadequacies in the hiring processes.

1.1.2 Identification of Needs

Within the large, urban school district, needs were often related to the effectiveness of school level employment practices.

(1) For example, the district average evaluation score for first year teachers was typically 3.9. This score described performance that was "somewhat below average." An examination of the related personnel files gave impetus to greater concerns in this area. Thirty-one percent of these first year persons were actually experienced teachers from other geographic areas. The implications of this data led to the belief that, in many instances, the right person was not hired for the right job. Again, employment practices at the school level served to dissuade the effectiveness of the educational system.

(2) An informal survey of 25 administrators indicated that zero percent had any formal training in the process of interviewing and selecting school personnel (see figure 1). Although 80 percent of those surveyed had been administrators for three or more years, 76 percent of the group believed themselves to be inadequately trained to carry out the personnel employment function effectively.

FIGURE 1

INFORMAL SURVEY OF THE ADEQUACY
OF THE TRAINING OF
ADMINISTRATORS

INFORMAL SURVEY OF ADMINISTRATIVE TRAINING IN
SCHOOL PERSONNEL EMPLOYMENT

Administrator's Reference Number_____ N = 25	Percentage of Administrators
1. Administrator was provided with formal training to perform the personnel employment function.	0
2. Administrator was provided with informal training to perform the personnel employment function. (Please specify.)	44
3. Administrator believed his/her training was adequate to the effective performance of the personnel employment function.	24
4. Administrator believed his/her training was inadequate to the effective performance of the personnel employment function.	76

Experience as an Administrator — CHECK ONE:

- 4% 1 year
- 16% 2 years
- 16% 3-4 years
- 24% 5-8 years
- 40% Other (Please specify.)

(3) A formal survey of 150 school level administrators revealed that, in the areas of personnel interviewing and selection, 75 percent judged their skills to be inadequate, 15 percent judged their skills to be adequate, and 10 percent judged their skills to be superior (see figure 2). The implications of this data indicated that, in the judgment of administrators, there was a high positive correlation between

FIGURE 2

SURVEY OF THE ADEQUACY OF SPECIFIC ADMINISTRATIVE SKILLS TO THE PERFORMANCE OF THE SCHOOL PERSONNEL EMPLOYMENT FUNCTION

SURVEY OF ADMINISTRATIVE COMPETENCIES IN SCHOOL PERSONNEL EMPLOYMENT

Administrator's Reference Number_____ N = 150

	PERCENTAGE OF RESPONSES BY ADMINISTRATORS		
	INADEQUATE	ADEQUATE	SUPERIOR
1. My ability to relate specific job requirements, competencies, and critical job elements to a position vacancy is . . .	67	27	6
2. The skill with which I prescreen from among applicants in order to make efficient use of my time is . . .	60	32	8
3. My ability to structure a set of interviews so as to consistently collect the required data is . . .	75	15	10
4. The skills and procedures that I use to accurately match interviewees to the description of the position vacancy are . . .	75	15	10
5. My ability to conduct post-employment interviews is . . .	23	63	14

the adequacy of the interview and that of the selection processes. The survey also specified administrative inadequacies in each of five main employment functions.

(4) The writers conducted a series of personal meetings with various supervisors and school level administrators. Concern focused on several interrelated problems.

First, the involved persons indicated the need to develop skills in screening from among applicants prior to the consideration of interviewing strategies. Needs were also expressed for assistance in developing interviewing skills. Finally, a more valid procedure for selecting the best applicant for a particular position was identified as a need shared by most supervisors and school level administrators.

The writers noted several factors that underscored the critical nature of the needs expressed at the personal meetings. The emergence of labor unions as representatives of virtually all non-administrative personnel meant that employee dismissal was more difficult. In addition, incompetent or inefficient employees were afforded greater than previous job protections. As a consequence of this increased union activity, there was a critical need to employ qualified, highly competent personnel for any vacancy.

Another factor, commonly cited by the school level administrators, was related to the concept of teaching as a profession. School principals viewed themselves as having the responsibility to bestow final admission to the teaching profession on personnel whom they interviewed and subsequently employed. Since this was viewed as an awesome responsibility, administrators continued to stress the importance of more and better training in the skills necessary to interview and select potential teachers.

In summary, the surveys and interviews conducted by the writers indicated the existence of the following needs:

(1) Administrators were unable to develop satisfactory job descriptions.

(2) Administrators did not have pre-interviewing screening instruments. Consequently, time was often wasted in interviewing unqualified applicants.

(3) Administrators did not have a clear understanding of the elements that should comprise an employment interview.

(4) Administrators were unable to relate established employment criteria to the behavioral and other characteristics of specific applicants.

(5) Administrators were unable to conduct satisfactory post-employment interviews.

The writers felt that the previous examinations of the educational environment and the identified needs were the bases for a practicum topic. Thus, the necessary approvals were obtained for the development and implementation of a program designed to improve the skills of administrators in screening, interviewing, and selecting personnel.

1.1.3 Effect on Other Needs

An analysis of the existing data revealed that administrators' efforts to improve their abilities in hiring school personnel would, ultimately, provide for the satisfaction of certain other of their related school needs. Similarly, the effect of such efforts on school resources would be minimal.

Even temporal concerns were not considered an issue by potential participants in the program's activities. The skills thus developed provided appropriate responses to some of the school's critical needs.

This data served to reinforce the advisability of proceeding with the practicum effort as planned. The next task was to specify the desired accomplishments by structuring objectives.

1.2 THE OBJECTIVES

1.2.1 Summary of Specifications

The specifications of the preceding data were utilized as the bases for formulating the practicum objectives. Concerns were related to five deficit areas in the hiring of school personnel: developing job descriptions, pre-interview screening among applicants, interviewing strategies, selecting from among interviewees, and post-employment interviewing.

The designation of a "satisfactory" performance in each of the above areas was to be determined by compliance with the specified "Observable Criteria" of the training program.

1.2.2 Statement of Objectives

The following objectives were designed to satisfy the previously identified needs.

(1) Given the implementation of the training program, a satisfactory job description would be developed for each of six specified positions by 85 percent of the participants.

(2) Given the implementation of the training program, screening devices would be satisfactorily utilized to establish

lists of eligible personnel by 85 percent of the participants.

(3) Given the implementation of the training program, employment interviews would be satisfactorily designed for three of four specified position vacancies by 85 percent of the participants.

(4) Given the implementation of the training program, employment criteria would be satisfactorily applied to data on individual interviewees for each of four distinct types of position vacancies by 85 percent of the participants.

(5) Given the implementation of the training program, post-employment interviews would be satisfactorily conducted for each of four distinct positions by 85 percent of the participants.

Thus, a general description of the desired outcomes was provided by the specifications of the objectives. Next, consideration was given to a strategy for accomplishing the objectives.

1.3 CONCEPTUALIZING A SOLUTION

Prior to the formulation of the strategy, the applicable data were examined. First, the literature was searched. Next, the work of others was collected and analyzed. Finally, alternative solutions were considered.

1.3.1 Literature

The search of the literature revealed that, although concern was often expressed for the effectiveness of strategies for hiring school personnel, little had actually been done to increase the expertise of those who were directly responsible

for implementation. Conversely, in the private sector, the preponderance of materials on personnel employment was indicative of the high priority that was consistently attached to efficiency in this area. Fortunately, the implications of the personnel employment strategies from the private sector were sometimes appropriate for application in the school setting.

In the literature, the effectiveness of the processes of personnel selection was considered vital to the success of the total business venture. Even so, concerns were expressed for the steadily increasing direct and indirect costs required for screening, interviewing, and installing personnel who were transferred, promoted, or new to the system. Consequently, efforts to improve personnel employment practices were predicted to result in desirable cost/benefits to the system.

> Add the costs of errors in hiring our technologically complex society (to) the continuous turnover that plagues many firms today, and it becomes obvious that the need for greater accuracy in selection is widespread and urgent.[4]

The literature also indicated that the previously described rising costs were indicative of concomitantly increasing levels of public awareness of the specifics of employment expenditures and practices. Various factors from the social, political, and legislative environment were

---

[4]Milton M. Mandell, The Selection Process: Choosing the Right Man for the Job (New York: American Management Association, Inc., 1964), p. 11.

designated as contributors to this emerging visibility.

> The awareness of the inequitable patterns of job mobility . . . bring(s) into question the extent to which existing job definitions differentially affect various segments of an organization's work force.[5]

Thus, the policies and practices of personnel employment were considered especially sensitive to the impact of such movements as legislation for equal opportunity and the growth of the teachers' unions.

> Attitudes and legislation in the nation and community with respect to race, national origin, religion, age, sex, and handicaps will . . . have an important bearing on . . . the entire staffing process.[6]
>
> In addition, union-management relations also affect (personnel employment practices) to the extent that the labor contract has provisions for regulating transfers . . . (and) bidding on job openings.[7]

In a few instances, the literature suggested that, desirably, personnel policies were formalized and disseminated to prospective and present employees.[8]

Descriptions of personnel selection programs consistently emphasized the importance of developing employment skills in three vital areas:

(1) Job Specifications,

(2) Interviewing Techniques, and

(3) Selection Procedures.

---

[5]Benjamin Roter, "Personnel Selection: An Update," Personnel Journal 55 (January 1976):23.

[6]Wendell L. French, The Personnel Management Process: Human Resources Administration (Boston: Houghton Mifflin Company, 1970), p. 202.

[7]Ibid., p. 208.

[8]Richard P. Calhoon, Personnel Management and Supervision (New York: Appleton-Century-Crofts, 1967), p. 85.

The literature indicated that job descriptions were often inadequately prepared.

> The attempt would be made to get managers to focus on critical task components of their job openings and to derive explicit skill and related requirements from the actual tasks that would be required. Each interviewer would be provided with comprehensive information about each job vacancy which would form the basis for consistent selection standards.[9]

Desirably, the job description provided structure for the total process of personnel selection. Thus, efforts to generate an effective job description were purported to highly influence the reduction of costly and wasteful employment practices.

> There is no way on earth your organization can hire the right person unless you know what you're hiring for . . . Getting detailed job descriptions requires a task analysis of each job.
>
> Task analysis is a process. It analyzes a job by isolating, identifying, and defining all (not most) tasks and responsibilities which comprise it. It describes job expectations . . . It gives definition and sets time parameters. It tells what is to be accomplished, when, how, how well, and how often.[10]

The Occupational Analysis Division of the U. S. Department of Labor suggested that employment specifications should include the following minimal categories of data:

---

[9] Roter. "Personnel Selection: An Update," p. 24.

[10] James L. McEvoy, "So You Want Professionals?" Personnel Journal 55 (March 1976):134-135.

(1) Amount and type of supervision received.

(2) Extent of responsibility.

(3) Need for (and opportunity to use) initiative.

(4) Necessary background of knowledge.

(5) Degree to which alertness is important.

(6) Judgment factor.

(7) Level of dexterity called for.

(8) Standards of accuracy.

(9) Tools and equipment used.

(10) Production standards.

(11) Working conditions.

(12) Physical demands.

In the literature, other typical data were specified for particilar positions:

(1) The types of consumers with whom interaction was required.

(2) The types of subordinates and their demands.

(3) The frequency of changes in methods or organization.

(4) The need for speed.

(5) The need for meeting deadlines.

(6) The need for coping with emergencies.

(7) The need for contingency planning.

It was also suggested that the attributes of an analysis of actual performance requirements were necessary considerations in generating the job description. The following questions were structured to guide the activities of the job analyst.

(1) What does the employee do?
(2) How does he do it?
(3) What is the end product or objective of the job?
(4) What standards are used in evaluating performance? In other words, what is considered good performance and what is judged to be inadequate?
(5) What qualities characterize the supervisor and the employees in the work unit?

The job analyst must determine the critical elements of the job - the "make or break" aspect . . . These elements may bear little relationship to what is typically included in a job description.[11]

The literature included a number of suggestions for effectiveness in writing job descriptions. Desirably, the style was described as simple, concise, and brief while the format was designed for the kind of easy, quick reference that would avoid confusion. Some of these considerations were itemized:

(1) A function (doing) verb at the start of each sentence.
(2) The third person singular (omitting the pronoun).
(3) The present tense.
(4) A terse, precise, direct style, eliminating any words not providing necessary information.[12]

The literature provided some implications for collecting the application data.

(1) If a resume' is requested first, the scope of its contents should be suggested.
(2) A biographical information blank reduces the need for depth in the application form.
(3) A general application blank can be supplemented by checklists prepared for each type of work to insure that the applicant has the necessary qualifications.[13]

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[11]Mandell, The Selection Process, p. 61.

[12]Calhoon, Personnel Management, p. 80.

[13]Mandell, The Selection Process, p. 186.

There were also implications for generating the application form data.

(1) The standard application form was typically designed to elicit personal data, education, work experience, military experience, special skills and avocations, and other special information.

(2) Certain data were considered inappropriate to include on application forms: biased information, references, interview information, and threatening statements.

(3) Resume's were generally unacceptable as substitutes for the employer's own application form.

In the literature, consideration was not generally given to prescreening from among applicants in the process of generating a list of interviewees.

Conversely, the process of interviewing was always included as an integral part of personnel employment programs.

> The main reason for the popularity (of the interview) is that it meets several objectives which are shared by both the interviewer and the job applicant. Among the interviewer's goals are:
> (1) To gather information about the applicant that will assist in the prediction of future performance - the selection decision.
> (2) To inform and perhaps sell the applicants on the job and the organization.
> (3) To determine whether the "personal chemistry" is good between the applicants and the people with whom they will be working.
> The applicant's goals include:
> (1) Presenting oneself favorably and selling oneself to the interviewer.
> (2) Collecting information about the job and the organization so that the applicant can make an informed decision about the company.
> (3) To test personal chemistry.[14]

---

[14] James G. Goodale, "Tailoring the Selection Interview to the Job," Personnel Journal 55 (February 1976):62.

In a brochure to its interviewers, the Minnesota Mining and Manufacturing Company emphasized the importance of the interviewing strategy.

> Probably no phase of personnel work presents so many methods and opinions as the fields of interviewing and selection. An interviewer must develop a set of tools for his work. This means starting with one or two things and working with them until confidence and proficiency have been developed before adding others. Perhaps the greatest error in placement today is caused by employment people who pretend to have these skills and actually employ tools and techniques they know little about. Unfortunately, some human being is the innocent victim of these mistakes, and is either rejected for a job which might have offered a future or accepted for one he will regret taking.

The process of personnel selection interviewing generally included seven phases:

(1) Preparation.
(2) Establishing rapport.
(3) Seeking information.
(4) Giving information.
(5) Controlling the interview.
(6) Closing.
(7) Evaluating the interviewee.[15]

Advance preparation by the interviewer was consistently equated with the success of the selection process.

(1) The interview is generally too brief to cover all the items that should be included, and advance preparation permits focusing its coverage on the most important aspects.
(2) The interviewer will not remember many impressions and facts if he does not determine, in advance, the main points he wants to cover. Advance preparation also provides the interviewer with insights into information he obtains and behavior he observes that he would miss if the applicant's history were unknown to him.[16]

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[15]Calhoon, Personnel Management, p. 94.

[16]Mandell, The Selection Process, p. 203.

The literature indicated that, prior to the initiation of the interview, it was necessary to compile three kinds of information.

(1) Facts about the applicant. The major information source was usually the resume'. The application blank was also analyzed.

(2) Facts about the job. The interviewer should know in full detail the nature of the job to be filled. The applicant should be assessed in relation to his qualifications for the specific job. The interviewer should also be able to describe the job demands to the applicant for his consideration. This background information should include hours and places of work, human relations demands, and unusual technical requirements.

(3) Facts about the key qualifications. The interviewer should know the critical aspects of the position and the difficulties encountered by the previous job ho'ders. Questions in regard to these concerns should be prepared in advance.[18]

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[17] Auren Uris, Action Guide for Executive Job Seekers and Employers (New York: Arco Publishing Company, 1968), pp. 172-173.

The advantages of adequate interviewing preparations were also described by the literature.

> (Data) may be obtained from an application blank, from reference checks, from test scores, and from the notes of preliminary interviews. In many small firms there will be no information of this kind available, but where it is part of the normal employment procedure there is a distinct advantage in assimilating it before the main interview so that questions may be prepared to cover any points that need clarifying. It is also important to avoid wasting time in asking for information that is already available. An exception to the latter point may be a case where there is an effort to check for accuracy and consistency in the applicant's report of his background.[18]

The interview was considered an effective strategy for expanding on the information obtained from other sources. The following suggestions were included:

(1) Relevance of experience and education to the job's specifications.
(2) Reasons for gaps in educational and employment history.
(3) Reasons for failing to complete school, for going to particular schools, and for choosing special courses.
(4) School grades and other academic achievements.
(5) Reasons for choosing a particular occupation and for leaving jobs.
(6) Likes and dislikes on each job.
(7) Reasons for lack of promotions and low school grades.
(8) Information on domestic, health, financial, and potential personal problems.[19]

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[18] Mandell, The Selection Process, p. 203.

[19] Ibid., pp. 209-210.

The literature specified seven main question areas that were appropriately included in interviews.

(1) Will you please tell me about your personal background?
(2) Tell me about the work experience.
(3) How would you describe yourself?
(4) How do you get along with people?
(5) Why are you considering changing jobs now?
(6) Why do you think you would like to work with our organization?
(7) If you had a choice, what would be the most ideal job for you?[20]

Some attention was also given to the importance of effective questioning strategies.

> One of the crucial arts in the entire process of interviewing is the asking of questions. The three bases of successful questioning are (1) manner, (2) thought, and (3) working. Weaknesses in any one of these can void accomplishments in the other two. For example, despite a fine manner and good thinking, a leading question given in a pleasant manner is worth nothing if the question seeks information of no value.[21]

Desirably, the interviewer's questions and responses consisted of effectively encouraging the interviewee to talk, carefully listening, and accurately interpreting.

---

[20]Edward C. Andler, "Pre-planned Questions for Efficient Interviewing," Personnel Journal 55 (January 1976):42.

[21]Calhoon, Personnel Management, p. 98.

The literature delineated some general rules for structuring questions.

(1) It is best to try to phrase questions in a declarative form.
(2) Open-ended questions, that is, questions that cannot be answered with one or two words, are much more effective than closed questions.
(3) Comprehensive introductory questions such as "Tell me about yourself" are excellent stimulants for the applicant because they suggest subtly to him that he is expected to do most of the talking.
(4) Questions that are based on what the applicant has just said show that the interviewer is listening carefully and encourage the applicant to continue to talk.
(5) In the initial interview, the emphasis is upon the "what," the "where," and the "when."
(6) In the selection interview, the purpose is to describe the underlying life style and motivational patterns of the interviewee. Questions, therefore, focus on the "why," the "who," and the "how."[22]

The importance of developing effective listening skills was often emphasized.

> To enter the realm of active listening, we must convey to the interviewee that we are in fact grasping the meaning of what is being communicated. For the communications cycle to be meaningful and to allow for continued exploration of the various facets and experiences of the applicant's background, there are several action-behaviors that we need to display. Listening during an interview has several beneficial efforts: The applicant sees that he or she is part of the process and is more inclined to be open, thereby giving information of a higher quality.[23]

---

[22]Felix M. Lopez, Jr., Personnel Interviewing Theory and Practice (New York: McGraw-Hill Book Company, 1965), pp. 13-14.

[23]Claudio R. Serafini, "Interview Listening," Personnel Journal 54 (July 1975):398-399.

The literature alluded to the attributes that were necessary for effective listening:

(1) Interest.
(2) Patience.
(3) Linking.
(4) Alertness.
(5) Concentration.
(6) Deliberation.[24]

Certain interviewing difficulties were commonly encountered as a result of deficiencies in the listening skills of hearing, understanding, and remembering.

> Some of the listening pitfalls that interviewers fall into are:
> (1) Anticipation. When an applicant begins a sentence, interviewers have a tendency to anticipate the remainder of the sentence. They then stop listening and begin to think of what they will ask next.
> (2) Intolerance. Interviewers are often so intolerant, that is mentally critical of the physical speech, appearance, or mannerisms of an applicant, that they will either pay little attention to what he is saying or interpret it inaccurately.
> (3) Impulsivity. Interrupting an applicant before he can complete an answer.
> (4) Indolence. Listening takes such hard mental effort that many interviewers become lazy and let their attention wander.
> (5) Suggestibility. Interviewers are often influenced by emotionally loaded terms. If an applicant says his former supervisor was "unbearable," the interviewer should ask him what he means by that word.[25]

Consideration was given to directed and flexible interviewing strategies.

> In the directed interview, the interviewer keeps a fairly tight grip on the reins, guides his talk along lines set in advance. In the flexible interview, the questions asked stem from the answer or reaction to a previous discussion.[26]

---

[24]Lopez, Personnel Interviewing, pp. 13-14.

[25]Ibid., pp. 13-14.

[26]Uris, Action Guide for Executive Job Seekers, p. 173.

A number of different interviewing formats were described.

> An applicant may be interviewed by one person; he may be interviewed by a series of individuals; he may be interviewed by a panel or board of individuals, all of whom are present at one time; or he may be involved in a series of different types of interviews. Some organizations make use of a group interview in which several applicants and one or more interviewers or observers are present. Usually this type of interview takes the form of applicants' interacting with each other instead of with interviewers, while observers make ratings of performance. This is called the leaderless group discussion, or the group oral performance test.[27]

It was interesting to note the limited attention that was given to such decision making processes as analyzing the collected data and selecting from among applicants.

Conversely, emphasis was placed on the importance of the post-employment interview.

> Personnel practitioners will undoubtedly agree that orientation of new employees is an important personnel function, and that proper conduct of this function plays a significant role in the employee's adjustment to and success within the organization. . . (This) orientation does not often receive the thorough attention that it should.[28]

The following items were typically included for orienting employees after the selection decision and at the time of notification:

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[27] French, The Personnel Management Process, pp. 225-226.

[28] Robert W. Hollmann, "Let's Not Forget About Employee Orientation," Personnel Journal 55 (May 1976):244.

(1) Overview of the employing firm.

(2) Policies and procedures.

(3) Compensation.

(4) Benefits.

(5) Safety information.

(6) Organization.

(7) Physical Facilities.

(8) Tour of Facilities.

(9) Introductions to appropriate personnel.

(10) Encouragement for initiative in asking questions.

The literature included some implications for the personnel employment training program.

> It is probable that the trained interviewer tends to produce more effective results than the untrained interviewer. However, the training of interviewers for the action interview is a difficult task. The training of interviewers should include not only the acquisition of job information and job knowledge, training in company policy, and training in how to talk and the use of language in questioning; it should also emphasize the importance of the objective attitude, the use of techniques for verification and validation of interview information, and the common pitfalls to which interviewers are subject.[29]

The effectiveness of various approaches to the training process was also considered in the literature. In one typical study, formats for improving questioning skills were compared.

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[29] Roger M. Bellows, Employment Psychology: The Interview (New York: Rinehart and Company, Inc., 1965), p. 89.

> Two groups of in-service teachers were exposed to either a videotape or a written version of a training program in questioning skills. The written version consisted of transcripts of the videotape instruction which displayed model use of the skills in various classroom contexts. A third group of teachers served as a no-treatment control. Audiotapes of teachers' classroom discussion behavior were collected before and after training, and scored for the following variables: percentage of higher cognitive questions asked, number of probing and refocusing questions, and number and length of student responses. The results indicate that written modeling is at least as effective as perceptual modeling.[30]

1.3.2 Alternatives

The following procedures were utilized to explore alternative solutions. First, data on personnel employment procedures, processes, and training programs were collected from the public and private sectors. Then, the specifications of the identified practicum needs were compared to the attributes of the collected data. Consideration was also given to the implications of the literature. In addition, suggestions were elicited from various personnel and staff development specialists. Finally, the results were analyzed.

(1) Consideration was given to the adoption of an existing employment system from the private sector. A critical examination of such systems revealed that, while such systems included some highly effective individual components, many support personnel were typically required for operation. In addition, the private sector employer had much less trouble dismissing

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[30] John P. Galassi, "The Use of Written Versus Videotape Instruction to Train Teachers in Questioning Skills," The Journal of Experimental Education 43 (Winter 1974):16.

CHAPTER 2

PRACTICUM DESIGN

This chapter focuses on the implementation of the practicum. First, a rationale structured in response to the data base provides the basic understandings of the strategy. Next, the strategy for solving the problem and the time sequence are explained. Additional data on the order of events are provided in figure 3, "Visualizing the Time Sequence." Finally, the process of implementation is described in a chronological account of the practicum activities. The products generated as a result of the practicum effort are included in the appendices.

2.1 THE STRATEGY

2.1.1 Rationale

Effective employment processes are objectively designed to hire the right person for the right job. The process of hiring school personnel is appropriately responsive to legislation for equal opportunity, the specifications of union contracts, and the implications of related policies, rules, and regulations. School level employment practices must be low in cost and time demands. Employment policies are appropriately formalized and disseminated to prospective and present employees. The effectiveness with which personnel are selected depends upon

the responsiveness to needs of the various components of the employment process. Desirably, the job description forms the basis for hiring and includes a task analysis. Thus, educational and experiential requirements are specified together with such items as descriptions of good performance, end product, and elements critical to success. Data collected and analyzed in the pre-interview screening process result in more efficient use of administrative time. Effective interviewers consider the appropriate use of a variety of interviewing formats, utilize open-ended questions designed to encourage applicants to talk, actively listen, demonstrate an awareness of common interviewing pitfalls, and focus the interview so as to collect the prescribed data. The process of decision making involves a validation of interview information and a comparison of the collected data and employment criteria. An effective post-employment interview is vital to the success of the total personnel employment process.

The content, format, and time demands of the training program serve to encourage implementation, acceptance, and the desired results. In the program development, the most efficient task group is composed of fewer than 15 members because of the increased potential for accurate responses to situations and individual commitment of face-to-face contact. The involvement of specialists in the field increases the potential for program validity. Acceptance of change is encouraged by training that is appropriately adaptable to a variety of school level position vacancies, administrative leadership styles, and participant needs. Training in the employment process is

associated with many cost/benefits to the educational system.

2.1.2 Procedures

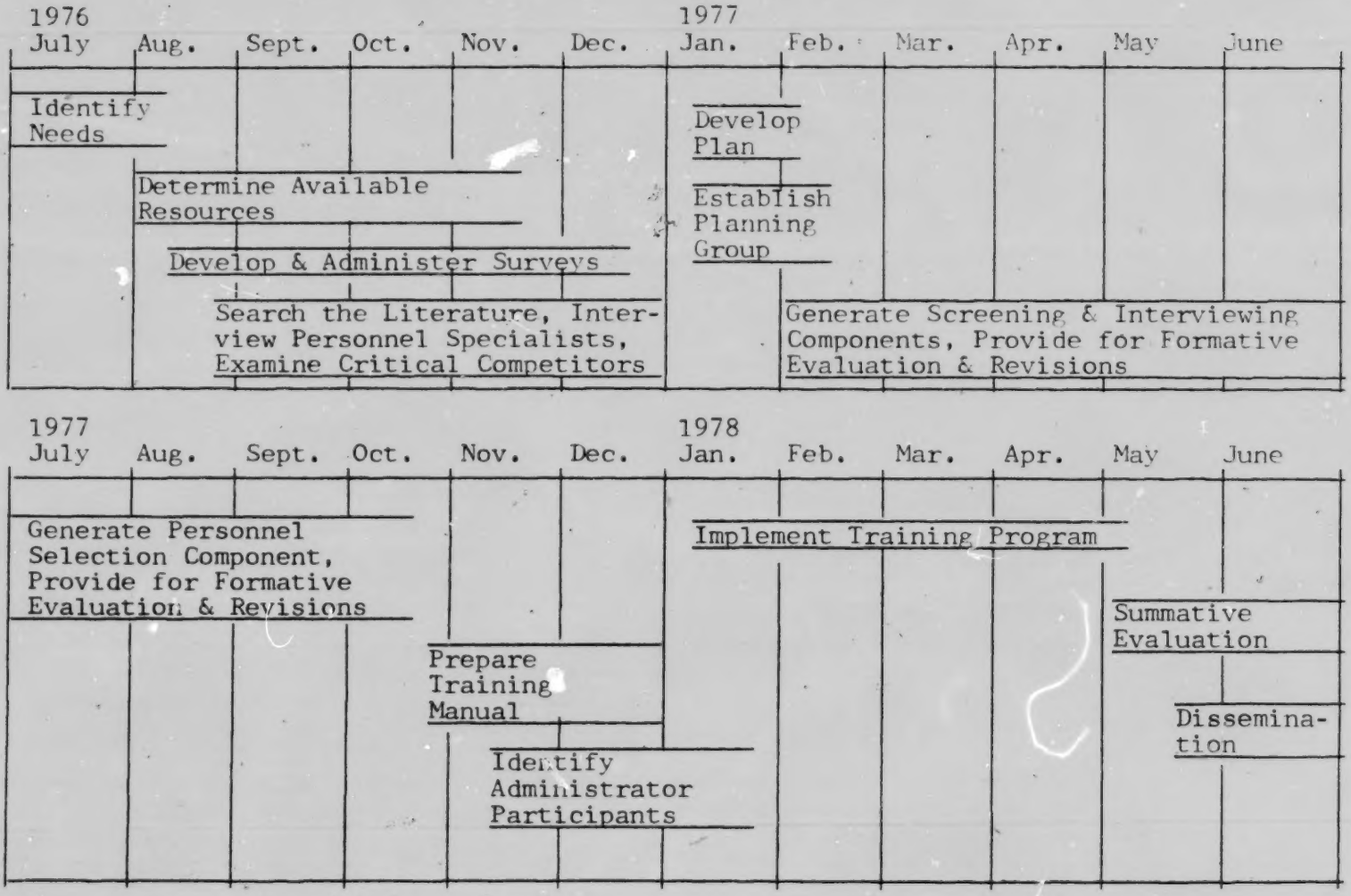
The major thrust of this practicum was to directly improve the hiring practices of school level administrators in the public schools of Dade County. The main task group for practicum activities was a six member planning group consisting of specialists from the public and private sectors and the writers. Members of the Dade County School Administrators Association served as participants in the program. Although other school personnel were also intermittently involved in the activities, the planning group assumed the primary responsibilities. In the program development, components of employment systems in the public and private sectors and other elements of the practicum's data base were woven into the framework of the existing rules and regulations of the Dade County Public Schools. As the components were developed, trial period and revision processes were applied. Subsequently, volunteer administrators participated in the training and implemented the system. Finally, procedures provided for the dissemination of the program and the summative evaluation of the practicum results.

2.2 THE CHRONOLOGY

From its inception until the final evaluative analysis of its conclusions, the practicum effort spanned a 24 month period. The activities were initiated in July 1976, by the identification of needs and concluded in June 1978, by the dissemination process. The chronology of events was graphically displayed in figure 3 below.

FIGURE 3

VISUALIZING THE TIME SEQUENCE



In July 1976, the writers began to explore the identified problem. The tasks for each member of the group over the next few months were delineated. The group planned to search the literature, develop and implement a survey of the critical competitors, and interview personnel specialists from the public and private sectors. The tasks were to be completed by December 1976.

In August 1976, one of the writers met with Mr. Leonard Greenbaum, a staff development specialist with the Dade County Public Schools and a director of the Dade County School Administrators Association. Mr. Greenbaum was apprised of the status of the practicum activities and reiterated his intent to personally support the practicum activities. The writers were also able to secure the support and future participation of two personnel specialists from the private sector.

From August to December 1976, the writers developed the data base upon which further practicum activities were generated. The literature was searched. A survey was developed and disseminated to the personnel directors of a number of major corporations, school systems, and governmental agencies throughout the country (see appendix A). The survey elicited information about existing personnel employment procedures including job descriptions, screening devices, interviewing strategies, and selection procedures. The writers also interviewed personnel officers from the public and private sectors and examined their employment systems. The interviewing was designed to ascertain existing practices and their effectiveness.

Representatives of the personnel department of the Dade County Public Schools were also interviewed to gain background information on existing screening procedures and other tasks performed by the department and to determine future changes that were anticipated. It was interesting to note the preponderance of data from the public and private sectors in the literature. However, the results of the survey and the collected data from the interviews revealed employment practice deficiencies that gave further impetus to the practicum activities. Although in a few major instances corporations responded to the survey by indicating that it was their policy not to comply with such requests for employment information, personnel officers were generally untrained and practices undefined. The interviews indicated similar results. From the computerized systems of nationwide corporations to the unwieldy mechanisms of old, established businesses; problems surrounded the employment processes.

In January 1977, the writers considered alternative solutions to the identified problem. Various change strategies were explored, and a plan was formulated for the training program in hiring school-site employees. The various components of the training program were related to the identified problem and the previously collected data base. The writers also considered the available resources. Finally, plans were made for a meeting later in the month with members of the main task group for practicum activities.

The planning group consisted of the three writers, two personnel specialists from the private sector, and a specialist

from the Dade County Public Schools. Utilizing brainstorming techniques and drawing on their individual experiences and the implications of the data base, the planning group considered a number of training program objectives. Three major aspects of the program were identified:

(1) Screening Job Applicants,

(2) Interviewing Job Applicants, and

(3) Selecting Personnel.

Each of these areas was further subdivided into more definitive topics for the training program.

(1) Screening Job Applicants

It was the consensus of the group that this aspect of the training program should focus on the writing of job specifications, the writing of job opportunity announcements, and the development of appropriate pre-interview screening devices.

(2) Interviewing Job Applicants

The group expressed the opinion that the training program should focus on individual interviewing techniques. The concern for group dynamics and interaction in the group interview was eliminated as a part of the training program. This kind of emphasis was considered a study in itself and beyond the scope of the practicum activities.

(3) Selecting Personnel

The overriding concern expressed by the group was that, given training in all aspects of screening and interviewing, school administrators would still elect to hire personnel based on totally subjective judgment or personal bias.

It was strongly urged that the program be designed to train administrators to apply established selection criteria in an impartial and equitable manner.

Next, the planning group identified the available resources and defined the roles of group members in the practicum process. The personnel specialists from the private sector offered their services as consultants in the development, evaluation, and dissemination phases of the training program. The specialist from the Dade County Public Schools planned to act as a consultant for the training program and as a liaison between the planning group and the Dade County School Administrators Association. It was decided that the writers would be responsible for developing each component of the training program. A group of five administrators would then provide for trial periods and recommendations for change. The program would be modified and presented to the planning group for approval. The process would be recycled as needed. As each aspect of the training program was evaluated and approved, the writers would work on the next phase of the program. At the conclusion of the development, other volunteer administrators would participate in the training. The results of the program would then be evaluated.

Finally, a time line was developed to provide needed structure for the practicum effort.

February 1977	Develop Screening Component
Mar.-Apr. 1977	Develop Interview Component
May-July 1977	Develop Selection Component
Aug.-Oct. 1977	Prepare Training Program
Nov.-Feb. 1978	Implement Program, Conduct Evaluation
Feb.-Mar. 1978	Disseminate Training Program
Apr.-July 1978	Prepare and Submit Practicum Report

In February 1977, the writers considered the format of the training program. By utilizing the data collected for the practicum effort, the desirable attributes of the training program were specified. The resulting checklist, "Specifications for the Training Program Development" (see figure 4), served as a guide in the process of formulating the training format, the program components, and the criteria for the summative evaluation.

Next, the writers developed the first component of the training program, the screening of job applicants. A general format for determining job specifications and writing job opportunity announcements was generated. It was decided that a job analysis should be included as a critical element of the writing of job specifications. The importance of a screening device was also considered. Finally, the component was utilized by five administrators who had volunteered to participate in the trial periods of the program. A formative evaluation was conducted at this point. The results indicated a positive response to this aspect of the program. Although the administrators' comments overwhelmingly stated the unique contributions of the data, concern was expressed for the demands on the participants' time of certain of the activities. Subsequently, the writers revised these activities and the guidelines for generating future components to include more realistic time requirements.

After the formative evaluation and revision processes, the planning group reviewed the results. The consensus of the group was to approve the initial phase of the program and allow the writers to proceed with the interview component.

FIGURE 4

SPECIFICATIONS FOR THE TRAINING PROGRAM DEVELOPMENT

TRAINING PROGRAM SPECIFICATIONS

_____1 The training program is developed in response to identified needs and other background data.

- _____1.1 Needs are specified.
- _____1.2 A search of the literature is conducted.
- _____1.3 The research is examined.
- _____1.4 The critical competitors are analyzed.
- _____1.5 Other (Please specify.) _____

_____2 The content of the training program appropriately encourages the desired accomplishments.

- _____2.1 Objectives are responsive to needs.
- _____2.2 Evaluative criteria are provided to measure the objective achievements.
- _____2.3 The basic understandings of the components are specified.
- _____2.4 Practical data are provided as needed.
- _____2.5 Theoretical data are provided as needed.
- _____2.6 Activities are provided as needed.

_____3 The format of the training program appropriately encourages the desired accomplishments.

- _____3.1 The program is effectively organized.
- _____3.2 Directions to participants are clear, concise, and specific.
- _____3.3 Approaches to learning appropriately respond to participant needs.

_____4 Resources are appropriately available for the successful implementation of the training program.

- _____4.1 Training materials are provided.
- _____4.2 External resources specified for use can be easily obtained.
- _____4.3 Equipment is provided as needed.
- _____4.4 Facilitators/consultants are provided as needed.

_____5 The overall effect of the training program appropriately encourages acceptance of the changes and further applications of the accomplishments.

- _____5.1 Time requirements are realistic.
- _____5.2 The generic nature of the accomplishments allow for adaptations to other situations.
- _____5.3 Participants are provided with choice making from among a variety of individualized options.
- _____5.4 The funds and other resources required for implementation are available to participants.

On March 17, 1977, the writers began the development of the interview aspect of the program. Alternative settings were considered, general guidelines for questioning strategies developed, and several other interview tools to assist administrators produced. The situational response questionnaire (see appendix C) was designed to elicit interviewee responses to problematic situations. Thus, the interviewer was provided with some indication of the potential employee's ability to solve problems, make decisions, and think critically. The optional skills demonstration (see appendix C) was developed to give the interviewer an opportunity to judge specific skills of a potential employee such as clerical or mechanical expertise. Specific suggestions, based upon excerpts from the literature and interviews with personnel specialists, were incorporated into the interview aspect of the training program. For example, the interviewer should allow specific time for the interview without interruption, develop an outline plan for the interview, and allow the interviewee an opportunity to ask questions about the position and the school situation.

In May 1977, the five school administrator volunteers utilized the interviewing component of the training program. At that time, Mr. Greenbaum was the district person responsible for the placement in the school of student teachers. Since he had initially indicated his support for the practicum effort, the writers requested his authorization to utilize student teachers as interviewees on a voluntary basis in interview simulations. Since the process was interpreted as beneficial

to the experiences of the student teachers, the permission was granted. In conducting the simulated interviews, the five administrators utilized the training provided by the program in various situations. The administrators also used the program techniques in conducting actual interviews in their schools.

In July 1977, the volunteer administrators met with the planning group to conduct a formative evaluation of the interview component of the training program. They each enthusiastically indicated that the techniques and materials of the program had made them more effective interviewers. All of the volunteer administrators continued to describe deficiencies in remaining objective in evaluating their own performance and expressed concern about how progress with the interview component might be determined within the context of a larger number of participants. It was suggested that the interview simulations be conducted at a central location, using other administrators as interview subjects and also as evaluators in the process of critiquing the skills of their peers. The planning group agreed to modify the program to include that recommendation. The planning group further agreed that the writers should begin the next phase of the program, the selection of personnel.

The writers began to work on the personnel selection phase of the program but realized some additional data were needed. The private sector revealed some potential for more specific information on the factors influential on the selection process. Other interviews were conducted with personnel directors,

department managers, and interviewers to determine what objective factors were used in personnel hiring decisions. The results of the interviews (see appendix B) provided the following as rank order criteria for hiring specific personnel:

(1) Best Qualified Experientially,

(2) Best Qualified Educationally,

(3) Most Impressive References,

(4) Attractiveness, and

(5) Personality ("would fit into organization").

Although the criteria were identified in rank order, most of the persons felt that subjective feelings were highly influential when applicants were closely matched. At that time, other factors materialized as the critical elements of the decision making process. Some of these factors were:

(1) Age,

(2) Sex,

(3) Race, and

(4) Religion.

Although the above items were not listed in rank order, each was mentioned by a majority of the personnel specialists interviewed. Accompanied by assurances of confidentiality, the items were related with the full understanding of the legal and other restrictions on such actions and in an attempt to describe what actually determines the hiring decision.

From August to October 1977, the writers analyzed the interview responses and relevant literature in an effort to develop a completely objective system of personnel selection

with disregard for age, sex, race, and religion as personnel selection factors.

The system that was ultimately developed evolved through further discussion with personnel specialists, members of the planning group, and school administrators. Quantitative values would be assigned to an interviewee's performance on a variety of screening devices and on the actual interview. The combined scores on the screening devices and the interview would be used to rank order applicants for a particular position. In all cases, the relative weightings of the screening devices and the interviews would be determined at the time the job specifications were generated. The writers recognized that even this elaborate plan was not bias-free since one person would be responsible for the assignment of the scores on the employment interview. The format of group interviews was considered a possible alternative. However, the writers rejected this consideration for purposes of the practicum effort due to the myriad of human relations skills needed for acquisition by group participants. Both the writers and the planning group expressed disappointment with this aspect of the training program. It was with reluctance that this aspect of the training was included in the training program implemented on a pilot basis by 20 administrators.

In November 1977, the training program was prepared for full implementation. The writers selected 20 administrators who had volunteered to participate in the training program activities.

In January 1978, volunteer administrators were oriented to

the training materials and the program's overall design. A schedule of meetings was distributed to the participants.

At this training session, practice was given to each administrator in reviewing job specifications, writing job specifications, identifying critical job elements, and critiquing job specifications written by other administrators participating in the training program. Participants also familiarized themselves with the design and use of pre-employment questionnaires.

In February 1978, a training session was conducted to help administrators become familiar with interviewing techniques and the utilization of the situational response questionnaires. Interview simulations were conducted as a part of this aspect of the training program. Members of the training group served as interviewees as well as interviewers. Other members of the group crtiqued the interview session, under the direction of one of the writers.

A formative evaluation was conducted as part of a post-session conference. It was the general consensus of the training group members that this aspect of the program was not successful. The major concern expressed was that the presence of the critique group at the interview was inhibiting to both the interviewer and the interviewee. It was also felt, to a lesser degree, that the use of members of the training group as interviewees was not desirable as it created an artificial situation that was contrived and ineffective.

Immediately following this meeting, members of the planning group met to address the concerns expressed by the training

group. The following strategy was developed in an attempt to remediate the problems identified by the training group.

(1) Video-tape would be utilized to record simulated interviews. The focus of the training program would be shifted from group instruction to individual instruction. After the simulated interview had been conducted, the video-tape would be critiqued by other members of the training group and used as a teaching aide.

(2) It was also determined that student teachers, rather than training group members would be utilized as interviewees. The Key Biscayne Community School would serve as the training center. An empty office was set up as an interview simulation laboratory. Video-tape equipment, belonging to the school, was set up so that a camera operator was not required. The interviewer would push a switch, activating the equipment; conduct the interview; and return the equipment to its off position. The tape would them be collected by one of the writers and marked with the participant's name and the date of the interview.

Each of the participants had student teachers assigned to their schools. A pool of names was created, and student teacher volunteers served as interviewees on a random selection basis. In order to encourage further objectivity, no participant interviewed a student teacher from his/her own school. Twenty-seven of the 46 assigned student teachers volunteered to participate in the program. Each video-tape was critiqued by the participants and one member of the planning group. A written summary of the interview critique, along with an

evaluation of acceptable/unacceptable, were provided for each video-taped participant. Of the 20 interviews critiqued, six were initially evaluated as unacceptable. Five of those participants who received an unacceptable rating did a subsequent interview and received an acceptable rating. One participant whose video-tape was rated unacceptable declined to participate further in the program, citing ill health as the reason.

In February 1978, the writers met to discuss the personnel selection phase of the training program that was about to be introduced to the participants. Based upon the recommendations made by the participants in the formative evaluation of the interview phase of the program, the writers revised the training program to reflect what was believed to be a completely bias-free, personnel selection procedure. As before, quantitative values would be assigned to each aspect of the interview process. However, a group of three persons, in addition to the administrator, would be appointed by the administrator to serve on the personnel selection committee. Each person would individually rate each applicant on the pre-interview screening devices. The weighted score would be determined and a pre-designated number of candidates would be selected for interviews. Next, the administrator or a member of the personnel selection committee would conduct the interview utilizing techniques presented in the training program. The interview would be video-taped. Each interview tape would be reviewed individually by each member of the personnel selection committee and a quantitative score assigned. A combination of the scores

on the pre-interview screening devices and the interview would be utilized to determine the ranking of the job applicants. The applicant with the highest score would be selected.

In the personnel selection training session, volunteer administrators were divided into teams. Each team was provided with simulated responses to pre-screening devices. The administrators rated this data independently. Subsequently, the rationale for the rating was discussed to gain insight into how the various responses to the screening devices were viewed.

In April 1978, the volunteer administrators viewed video-tapes of simulated interviews conducted by the writers. Each interviewee was to be rated objectively. This task was performed three times. After each video-tape, the administrators were divided into groups to discuss the basis for their rating. At the conclusion of this session, participants reviewed the selection procedures with the writers.

In May 1978, the planning group, the training program participants, and the writers met to discuss the training program in which they had been involved. The training program participants provided feedback concerning the program and made recommendations for improvement.

Specifically, the recommendations were as follows:

(1) More time was needed in the aspect of the program related to the writing of job specifications. The writers agreed to allocate more time for this vital aspect of the program.

(2) The situational response questionnaire was considered

time consuming because the participant was required to design the situations. It was suggested that the writers develop a bank of situations related to pertinent educational problems.

(3) It was the consensus of the group that the use of the video-tape recorder resulted in a definite improvement in the interview training aspect of the program. Concern was expressed for the availability of such equipment outside of the school where the pilot program originated. Participants were assured that such equipment was available by loan from the district's media center.

(4) The group urged that the training program should be disseminated as soon as possible. The staff development director for the district stated that the handbook should be disseminated as rapidly as possible, but that district implementation would be delayed until the summer of 1979 as the administrative inservice program for the summer of 1978 was already planned.

In May 1978, the revised training program handbook was disseminated to school administrators in the district and to selected personnel specialists in the private sector.

In June 1978, summative evaluation procedures were completed.

From June to November 1978, a report outlining the development and implementation of the program was prepared.

In December 1978, the report was submitted to Nova University by the writers as part of their fulfillment of the degree requirements of the National Ed. D. Program for Educational Leaders.

2.3 THE ROLES OF THE PARTICIPANTS

The three Nova University participants worked closely together in the development and implementation of the group practicum effort. At least two, and usually all three, participants worked cooperatively on each aspect of the program.

Specifically, the following is a basic outline of the major aspects of the practicum, together with an indication of the participants who were primarily responsible for each aspect.

(1) Interviews with Personnel Specialists:
Mr. DeLaurier, Mrs. Moeller, Mr. Schoettle

(2) Development and Implementation of Information Retrieval Forms: Mr. DeLaurier, Mrs. Moeller

(3) Review of the Literature: Mr. DeLaurier, Mrs. Moeller

(4) Survey of the Major Corporations:
Mr. DeLaurier, Mrs. Moeller

(5) Compilation of Data: Mr. DeLaurier, Mrs. Moeller, Mr. Schoettle

(6) Planning Group Meetings: Mr. DeLaurier, Mrs. Moeller, Mr. Schoettle

(7) Liaison with DCSAA: Mr. DeLaurier, Mr. Schoettle

(8) Liaison with Monitors: Mr. DeLaurier, Mrs. Moeller

(9) Development of Evaluation Criteria:
Mr. DeLaurier, Mrs. Moeller, Mr. Schoettle

(10) Development and Implementation of Training Manual:
Mr. DeLaurier, Mrs. Moeller, Mr. Schoettle

(11) Writing of Practicum Report:

Mr. DeLaurier, Mrs. Moeller, Mr. Schoettle

Thus, the administrative training program on hiring school personnel was developed and implemented. The next chapter includes a description of the results.

CHAPTER 3

RESULTS

This chapter focuses on the results of the practicum. First, the specifications of each practicum objective are compared to the data on the actual accomplishments. Next, the results are interpreted. Finally, the dissemination process and the follow-up activities are described.

3.1 THE DATA

3.1.1 Objective Achievement

Terminal objectives in five major areas were structured to describe the desired outcomes. The five terminal objectives were achieved during the implementation of the practicum.

(1) Ninety percent of the participants, rather than the predicted 85 percent, did develop a satisfactory job description for each of six specified positions. A job description was labeled "satisfactory" when the first seven "Observable Criteria for Job Specifications" were each included as attributes of the pre-interview screening process (see figure 5).

At the conclusion of the training program, participating administrators were asked to write job descriptions and specifications for the following positions: fourth grade teacher, attendance clerk, head custodian, food service worker, Spanish as a Second Language teacher's aide, and community

FIGURE 5

OBSERVABLE CRITERIA FOR JOB SPECIFICATIONS

SECTION ONE OBSERVABLE CRITERIA FOR JOB SPECIFICATIONS	N = 20	Percentage of Compliance
1.1	Job descriptions contain the appropriate data.	90
1.1.1	The duties of the position are identified.	100
1.1.2	The responsibilities are identified.	100
1.1.3	The qualifications are described.	100
1.1.4	The restrictions on the selection process are specified.	95
1.1.5	The critical elements of the position are included.	95
1.1.6	The writing style is effective.	95
1.1.7	The categories of data are appropriately screened by considering relevance, differentiation, and overlapping.	90
1.2	Job announcements are effective.	100
1.2.1	The primary duties and responsibilities are listed.	100
1.2.2	The method of complying with legislation and attitudes in the nation and the community in regard to such general areas of concern as that of equal opportunity employment is indicated.	100
1.2.3	The required qualifications are delineated.	100
1.2.4	The desirable attributes of the potential employee are indicated.	100
1.2.5	The contents of the resume' are specified.	100
1.2.6	The salary range is included.	100
1.2.7	The person to whom the resume' is addressed and the deadline for accepting applications are indicated.	100
1.2.8	The announcement is appropriately disseminated.	100
1.3	Screening devices are satisfactorily utilized.	100
1.3.1	The pre-interview questionnaire is appropriately developed and utilized.	100
1.3.2	The skills demonstration and the "Situational Response Questionnaire" are appropriately used as needed.	100
1.4	The screening structure is efficient.	100
1.5	The screening process is objective and complete.	100

school coordinator.

Although 90 percent of the participating administrators were able to satisfactorily develop the specified job descriptions, other data provided a more detailed description of the achievements in this area. For example, 93.3 percent of all job descriptions developed as a part of the post-assessment activities of the training program were judged to be satisfactory. It was also interesting to note the benefits to certain of the participants of the somewhat overlapping criteria for the development of job descriptions and job announcements.

Since a satisfactory job description was vital to the success of the total employment process, the overlapping criteria provided participants with a second opportunity to remediate deficiencies in such critical areas as the identification of legislative restrictions on the employment process and the description of the critical elements (desirable attributes) of the position vacancy. In addition, the effectiveness of the job announcements was interpreted by requiring a consideration of each item's relevance, differentiation, and overlapping characteristics. The writers reacted to the above indications of overlapping deficiencies by providing increased assistance as requested. Fortunately, requests for help were initiated as needed by a preponderance of the participants. However, the writers became aware that, in a few instances, requests for assistance were not initiated as needed and a different strategy was required to affect the remaining achievements. The writers considered the implications of the situation by

applying the processes and skills of a complete problem analysis. It was determined that, if no other strategies were provided to remediate the remaining job description deficiencies, there existed a greater than average chance that the deficient participants would be increasingly unsuccessful and, ultimately, withdraw from the program. The writers considered that their roles as program facilitators demanded some application of alternate remedies in such situations. Finally, the writers diagnosed the specifics of the problem areas. At the ensuing small group meetings of participants in the training program, each of the writers divided the responsibilities for remediation by presenting a review of certain job description characteristics. Special emphasis was placed on the areas in need of remediation. Thus, an examination of the subsequent development of job announcements revealed that the overlapping deficiencies were remediated, and 100 percent of the participants were, ultimately, capable of developing a satisfactory job description.

(2) One hundred percent of the participants, rather than the predicted 85 percent, <u>did satisfactorily utilize</u> screening devices to establish lists of applicants for interviews. The use of screening devices was labeled "satisfactory" when the indicators of the third set of "Observable Criteria for Job Specifications" were each included as attributes of the pre-interview screening process (see figure 5).

At the conclusion of the training program, participating administrators were asked to develop the following types of screening devices: pre-interview questionnaire, clerical skills checklist, and situational response questionnaire.

The participants generally indicated the efficiency of developing a bank of situational response questions. Subsequently, interested participants were provided with opportunities to share the generated questions among themselves.

(3) Ninety percent of the participants, rather than the predicted 85 percent, did satisfactorily design employment interviews for three of four specified position vacancies. An employment interview was labeled "satisfactory" when the "Observable Criteria for Interviewing School Personnel" were each indicated as attributes of the interviewing design (see figure 6).

At the conclusion of the training program, participating administrators were asked to design and implement interviews for three of the following position vacancies: fourth grade teacher, attendance clerk, head custodian, and food service worker.

The participants found the components on questioning strategies and interpreting and recording the data to be the most difficult while the indicators of interviewing pitfalls were considered to be the most uniquely beneficial component of the training program. This uniqueness was further explained by participants. No prior training opportunities had included such specified areas of interviewing concern.

(4) As was specified in the objective, 85 percent of the participants did satisfactorily apply employment criteria to data on individual interviewees for each of four distinct types of position vacancies. The application of employment criteria was labeled "satisfactory" when the indicators of the first two sets of "Observable Criteria for Personnel Selection"

FIGURE 6

OBSERVABLE CRITERIA FOR INTERVIEWING SCHOOL PERSONNEL

SECTION TWO OBSERVABLE CRITERIA FOR INTERVIEWING SCHOOL PERSONNEL	N = 20	Percentage of Compliance
2.1 Preparations are complete.		90
2.1.1 Written employment policies and procedures are utilized.	100	
2.1.2 Consideration is given to the appropriate interviewing strategy.	100	
2.1.3 The interviewer is appropriately designated.	100	
2.1.4 Time is appropriately allocated.	100	
2.1.5 Consideration is given to the appropriate arrangement of the interview setting.	100	
2.1.6 The interview is appropriately planned.	90	
2.1.6.1 The purposes are specified.	100	
2.1.6.2 The job specifications are analyzed.	100	
2.1.6.3 The needs and objectives of the school are considered.	95	
2.1.6.4 The bases for the employment decision are specified.	95	
2.1.6.5 The methods for eliciting and collecting data are prescribed.	95	
2.1.6.6 The data on applicants are analyzed.	100	
2.1.7 Pre-interview reception strategies are appropriately specified and analyzed.	100	
2.2 The structure of the interview conference effectively results in the efficient collection and correct interpretation of the prescribed information.		90
2.2.1 In the initial stages, the interviewer efficiently encourages the applicant to talk freely.	100	
2.2.2 During the main portion of the interview, the applicant does most of the talking while the interviewer effectively directs the dialog along the appropriate areas.	90	
2.2.3 In the dialog, the interviewer is sensitive to implications of the applicant's motivation, stability, truthfulness, mannerisms, and other employment assets.	95	
2.2.4 The interviewer probes only in areas of relevance to the employment decision in order to determine both strengths and weaknesses for every applicant.	100	

(continued)

FIGURE 6 - Continued

2.2.5	The interviewer avoids outward signs of approval or distress.	100	
2.2.6	At the conclusion of the main portion of the interview, the interviewer provides the applicant with a general description of the school situation, the position responsibilities and opportunities, and the subsequently required employment procedures. (Intricacies of the position are not appropriate at this time. Rather, interested applicants are told that more precise information will be discussed after the employment decision has been made.)	95	
2.2.7	The conduct of the interview appropriately sells the applicant on the position and the school.	100	
2.2.8	Applicants are provided with an opportunity to ask questions.	100	
2.2.9	The interview is appropriately concluded with a summary of what was discussed and a description of the next employment step.	100	
2.3	The interviewer records the prescribed employment data.		90
2.4	Questioning strategies are effective.		90
2.4.1	Questions are generally phrased in the declarative form.	95	
2.4.2	Questions are open-ended.	90	
2.4.3	Introductory questions subtly suggest that the applicant is expected to do most of the talking.	100	
2.4.4	Questions are generally based on what the applicant has just said.	100	
2.4.5	The questions appropriately focus on the collection of the prescribed data.	90	
2.5	The interviewer actively listens.		95
2.6	The interviewer demonstrates an awareness of interviewing pitfalls.		95

were each included as attributes of the employment decision making process (see figure 7).

At the conclusion of the training program, participating administrators were asked to demonstrate the ability to

FIGURE 7

OBSERVABLE CRITERIA FOR PERSONNEL SELECTION

SECTION THREE N = 20 OBSERVABLE CRITERIA FOR PERSONNEL SELECTION		Percentage of Compliance
3.1	Data are appropriately verified.	100
3.1.1	Written procedures describe the frequency of information verification.	100
3.1.2	The strategy for verification is specified.	100
3.1.3	The depth of the verification is specified.	100
3.1.4	Devices are provided for guiding and collecting the verification information as needed.	100
3.2	The personnel selection decision is efficiently structured and objectively determined.	85
3.2.1	In the process of decision making, consideration is given to the influence of the applicant's experience on the employment criteria.	90
3.2.2	The collected data is efficiently analyzed.	100
3.2.3	Objectivity is the basis for the decision making.	95
3.3	The notification and post-employment interviews are effective.	90
3.3.1	The responsibility for notification and orientation is assumed by the interviewer.	100
3.3.2	A structure provides for the completeness of the orientation coverage.	90
3.3.3	Procedures are provided to serve as guides to the time requirements and method for implementing the orientation.	100
3.3.4	Plans are provided for a formal, systematic follow-up to the new employee orientation.	95
3.4	Follow-up strategies are designed for use at the actual job site to specify the effectiveness of the employment decision making process.	95
3.4.1	The strengths and weaknesses of the employee are described.	95
3.4.2	Plans are designed to remediate the related employment deficiencies.	95

satisfactorily apply employment criteria to data on individual interviewees for each of the following four distinct types of position vacancies: fourth grade teacher, attendance clerk, head custodian, and food service worker.

(5) Ninety percent of the participants, rather than the predicted 85 percent, did satisfactorily conduct post-employment interviews for each of four distinct positions. A post-employment interview was labeled "satisfactory" when the indicators of the third and fourth sets of "Observable Criteria for Personnel Selection" were each included as attributes of post-interviewing process (see figure 7).

At the conclusion of the training program, participating administrators were asked to conduct satisfactory notification and initial orientation interviews for each of the following four distinct types of position vacancies: fourth grade teacher, attendance clerk, head custodian, and food service worker.

The participants were also involved in planning for the ongoing evaluation of the effectiveness of the employment process at the actual job site.

3.1.2 Summary of Accomplishments

A graphic summary of the extent of objective achievement is included in figure 8, "Visualizing the Outcomes."

3.1.3 Concomitant Occurrences

The development and implementation of the training program involved few direct costs. However, especially in the formative stages, the temporal demands on the writers and other planning

FIGURE 8

VISUALIZING THE OUTCOMES

OBJECTIVES	FULLY ACHIEVED	NOT ACHIEVED
1. Develop satisfactory job descriptions.	X	
2. Utilize screening devices to establish lists of interviewees.	X	
3. Satisfactorily design and implement employment interviews.	X	
4. Satisfactorily apply employment criteria to data on the individual interviews in the process of decision making.	X	
5. Conduct satisfactory post-employment interviews.	X	

group members were far greater than had been anticipated. Thus, the effect of the program on other needs and resources implicated primarily the personal and professional opportunity costs of the program developers.

It was interesting to note the variety of side effects that resulted from the implementation of the program. For example, in one instance, after thoroughly analyzing a number of potential instructional position vacancies, the participating administrator realized the consistency with which existing personnel had included in various forms one particular item as critical to success in positions throughout the school. In essence, the item indicated that the potential employee must be "able to effectively organize for instruction in the face of a myriad of scheduling and other interruptions."

Consequently, the administrator acted to alleviate the problem to the maximum extent. The effect of the job analysis item did not stop there, however. The sensitivity of the participating administrator to the implications of concerns identified solely on the basis of data collected in the employment process pointed to the need for other side effect responses. Procedures were implemented for reestablishing a communications structure within the school.

Another side effect of the training program was an outgrowth of the analyzation of the cost/effectiveness of various alternative employment processes and their environmental influences. During the implementation of the component on the identification of schoolwide and long-term employment needs, participants expressed increasing concern for the costly process of locating an applicant to satisfy the requirements of detailed job specifications. In addition, there was clearly an inverse relationship between the demand for detail in job specifications and the effectiveness of school site provisions for successfully installing new and experienced personnel into the system. Subsequently, a number of participants responded by planning and organizing a school level structure for the introduction and training of personnel selected for position vacancies.

As a result of the examination of schoolwide personnel needs, various of the participating administrators also reevaluated their school level plans in such areas as the following: the advisability of extending long-range plans to include interpersonal, social, and motivational concerns; staff assignments; school organization; and provisions for

staff development.

At the conclusion of the training program, members of the planning group and administrator participants described the results in terms of the acquisition and refinement of administrative skills. It was interesting to note that the administrators consistently alluded to the value of skills associated with a high potential for transfer to other situations. The following areas were most often cited:

(1) the process of decision making,

(2) the identification of needs,

(3) the use of effective questioning strategies,

(4) the application of indicators of active listening, and

(5) the retrieval, organization, and summarizing of data.

3.2 THE INTERPRETATION

In this section, the examination of data is extended to include an interpretation of the objective achievement, the omissions, and the problems. In addition, the results are further analyzed by comparing the initial practicum concerns to the behavioral changes of the involved persons.

The specified evaluative criteria of the objectives were utilized as determinants of the extent of objective achievement. Consequently, it was concluded that, during the development and implementation of the practicum effort, all practicum objectives were fully achieved.

For example, the extent of participant achievement was predicted prior to the program intervention. In a majority of these instances, the results were somewhat more favorable than

expected.

Similarly, for three of the objectives, components were added to supplement the specified evaluative criteria. Accompanied by a range of observable criteria, these supplementary accomplishments were presented to emphasize the importance of such areas as writing job announcements, verifying applicant data, and planning follow-up strategies to determine the effectiveness of the employment process. Again, the supplementary results were better than the 85 percent of participant achievement of the practicum objectives' initial expectations.

The procedures and processes utilized to develop and implement the training program were very effective. The use of a planning group provided an appropriate vehicle for directing the processes through the development, formative evaluation, trial period, and implementation stages. In addition, the membership of the planning group uniquely encouraged the practicum effort. The intermittent contributions of external specialists from the private sector provided the impetus and expertise needed for assurances of validity.

Due to various unexpected occurrences, the external guidance thus provided was increasingly vital to the practicum effort. During the period of the program development, major changes occurred in the administration hierarchy of the Dade County Public Schools. Over an eighteen month period, there were three different superintendents. Subsequently, employees, such as those of the school system's personnel department, were dramatically affected. Therefore, a number of employees who

had originally agreed to assist with the practicum effort in various ways could no longer offer their services. Ultimately, the writers came to realize the full benefits of an appropriately designated, effective planning group for practicum activities.

Shortly after the initiation of the activities, the wisdom of planning for the assumption of responsibilities by each of the three writers in varying proportions in each phase of the practicum effort was reinforced. Each phase of the program was found to be a major task that was appropriately subdivided for nonduplicative but cooperative accomplishments by the three writers.

In the process of working cooperatively together, the writers encountered a number of decelerating factors. Initially, the writers reacted to indications of program deficiencies in the trial period stage of the program development by structuring the processes and procedures required for effective simulation interviews. During the implementation of the training program, the writers reacted to indications of participant deficiencies by providing increased assistance and suggesting external resources for strengthening. However, at the conclusion of the interview section of the program, the achievements of two participants were unsatisfactory. In addition, no request for help had been initiated by either administrator. In a conference session, the writers reacted by planning for individual conferences at the simulation site for each participant. Thus, the deficient aspects of the performance would be analyzed, diagnosed, and the simulation repeated. One participant was grateful for the interest

displayed in behalf of his achievements, participated in the conference, and demonstrated the desired interviewing results. The other administrator, however, withdrew from the program, citing illness as the reason. The writers subsequently made a thorough evaluation of the strategy for implementing the interviewing component. Consideration was given to alternative presentations of the data. Ultimately, the program participants and the writers concluded that the simulation process was the most effective strategy as presented in the training program.

The practicum effort was further decelerated by the task requirements for developing the training program. In addition, in the process of developing the program, the participants realized the need for establishing linkages between the various components. Thus, the attributes of the program were extended to include the previously described supplements to the objective achievements. Although the linkages were desirable, the development was further decelerated by this intervention.

A number of decelerating factors were related to the writers' consideration of the true consumer of the program. For example, when administrators reacted to the need for increased time in the process of writing job descriptions, guidelines were revised, certain elements eliminated, and the time for completion relaxed. The true consumer was also typically considered, together with the future market for such a program, in the development of the pre-assessment criteria. Thus, the program was clearly intended for only those participants who were interested in the acquisition of the training skills.

The major accelerating factor was the effective operation of the planning group.

During the training, emphasis was placed on the importance to the implementation of effective personnel employment processes of the follow-up evaluation. Plans were developed by the participants for this kind of evaluative procedure. After a period of several months, the writers were contacted by a number of participants who shared the results of their behavioral changes. The participants indicated that, although the training had resulted in the acquisition of the skills needed for implementing the employment process, time efficiency was lacking. Since the writers were still cooperatively working together on the practicum report, it seemed to be advisable to further examine this follow-up information for indicators of needed revisions. Consequently, it was found that the concern for time efficiency was related to the pre-interview phase of the training program. The devices and processes were firmly established on a cognitive level. However, the behavioral processes were not yet efficiently operable. The major weaknesses were related to the summarizing of data from a variety of sources. The implications of this data were incorporated as procedures in the manual presented in this report.

The initial concerns of the practicum had described the need for training in the employment process. The implementation of the practicum effort resulted in the specified training for school level administrators. Generic skills were developed in various areas and applied to other school situations. Follow-up data were provided to evaluate the effectiveness.

3.3 THE DISSEMINATION

The product of this practicum effort was the training manual contained in appendix C of this report. The manual entitled An Administrative Training Program: Hiring School Personnel was designed for use by administrators in the implementation of the training program. The training program was disseminated to the Dade County School Administrators' Association for use by interested administrators. The writers offered their services as facilitators of the program. The training program was also disseminated to the Florida State Department of Education for use as needed. In addition, Mr. Leonard Greenbaum; who served as a practicum monitor and assumed the position of Staff Development Specialist, Personnel Department, Dade County Public Schools, after the initiation of the practicum activities; made plans to conduct a survey among administrators to determine the need for a program designed to improve hiring skills. The proposed workshop would be scheduled for the spring of 1979. The practicum writers agreed to serve as facilitators.

CHAPTER 4

CONCLUSIONS

Before the initiation of the practicum effort, the need for training in the employment process was increasing. In addition, the origins of a growing number of school problems implicated the weaknesses of school level employment practices.

The practicum effort resulted in the satisfaction of many of the identified needs. Furthermore, a majority of the accomplishments were greater than the predicted outcome indicators of the specified evaluative criteria of the practicum. The effectiveness of the training program was further indicated by satisfactory compliance with each of the prescribed attributes for developing the program. Finally, the procedural and behavioral changes of the involved persons reflected the appropriateness of the training and the success of the practicum results.

The following recommended changes were generated for use in further practicum applications.

(1) The number of participants involved in the performance of the group practicum effort should be increased to five.

(2) Each component of the training program should clearly present participants with a minimum of three implementation options.

As it is with most efforts to satisfy a major need, this

practicum leaves some questions unanswered. Further study should be conducted to provide answers to questions in the following areas.

(1) What are the job performance differences between bias-selected personnel and personnel selected on the basis of complete objectivity? In other words, what is the effect of the employer's self-fulfilling prophecy on job performance?

(2) Is the decision making that results from the group interview relatively bias-free, or are group interviewers unable to overcome the inequality of influence that results from the inherent hierarchy of positions of the members?

(3) What is the optimum relationship between the masking of applicant data during the decision making process, objectivity, and the efficient use of time by the interviewer?

(4) Under what set of circumstances does the school level employment process realize benefits from the use of data processing equipment?

(5) Are there universally applied strategies for reducing the number of variables and components in the employment decision?

The seriate statements that follow were concluded from the data on the practicum effort, its results, and its implications.

(1) Employment data collected in the form of job specifications and restrictions on employment of school provisions for installing employees into the system appropriately provide administrators with implications for needed school improvements.

(2) Efficient personnel employment processes are structured so as to provide a numerical description of the position vacancy, objectivity in the employment function, computation in the analyzation of the collected data, and a numerical statement of the employment decision.

(3) More accurate employment decisions are made by those who are emotionally and socially detached from the situation.

(4) The use of more than one rater tends to improve the accuracy of predictions concerning applicants.

(5) The employment decision is appropriately based on the relative desirability of the data collected and the probability with which the desired results are expected to occur.

(6) The employment decision is efficiently improved by the use of a single page form for retrieving, organizing, and summarizing the data collected on individual applicants.

(7) Simulated interviewing strategies are more effective when accompanied by the realism of an actual applicant for a similar position and the actual corresponding interviewee data and position vacancy specifications for analysis.

(8) The results of training programs are more often applied in the school setting when participants are provided with implementation options.

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APPENDIX A

SURVEY OF EXISTING PERSONNEL EMPLOYMENT PROCEDURES

1. Personnel Employment Procedures

1.1 Job Descriptions

1.1.1 How are job descriptions developed? _____

1.1.2 Who is responsible for the development of job descriptions? _____

1.1.3 How was the person or position identified in 1.1.2 trained to develop job descriptions?

1.1.4 Other comments: _____

1.2 Screening Devices

1.2.1 What screening devices do you utilize to select interviewers from among applicants? _____

1.2.2 How were the screening devices developed? _____

_____

_____

_____

1.2.3 How were the persons utilizing the screening devices trained in their use? _____

_____

_____

_____

1.2.4 Other comments: _____

_____

_____

_____

1.3 Interviewing Strategies

1.3.1 Are specific stragegies used in conducting interviews?_____

1.3.2 If you answered "yes" to 1.3.1, what training is given to persons responsible for developing interview strategies? _____

_____

_____

_____

1.3.3 Other comments: _____

_____

_____

_____

1.4 Selection Process

1.4.1 Are specific methods or procedures utilized in matching interview responses to job description criteria?

1.4.2 What training is given to personnel responsible for matching interview responses to job description criteria?

1.4.3 Other comments:

APPENDIX B

RANK ORDER OF EMPLOYMENT CRITERIA BY PERSONNEL DIRECTORS

RANK ORDER OF EMPLOYMENT CRITERIA BY PERSONNEL DIRECTORS*

CRITERIA	RANKED FIRST	SECOND	THIRD	FOURTH	FIFTH
Experience	63.6%	36.4%	-	-	-
Education/ Training	27.2%	45.4%	27.2%	-	-
References	9.2%	13.6%	36.4%	22.7%	18.4%
Attractiveness	-	4.5%	22.7%	54.4%	18.4%
Personality	-	-	13.6%	22.7%	63.6%

*This data were referred to in the July 1977 section of the practicum chronology (page 38, line 3).

APPENDIX C

AN ADMINISTRATIVE TRAINING PROGRAM: HIRING SCHOOL PERSONNEL

AN ADMINISTRATIVE TRAINING PROGRAM:
HIRING SCHOOL PERSONNEL

Miami, Florida

1 9 7 8

TABLE OF CONTENTS

PREFACE iii

OBJECTIVES 1

INSTRUCTIONS 2

PRE-ASSESSMENT 3

SPECIFIC OBJECTIVE 1 4

SPECIFIC OBJECTIVE 2 12

SPECIFIC OBJECTIVE 3 24

POST-ASSESSMENT 31

SELECTED BIBLIOGRAPHY 33

PREFACE

Why is it important to increase the effectiveness with which school personnel are hired? The answer is found in three main areas.

(1) The selection has an impact on the learning of children.

(2) The "fitness" of employee and assignment is determined by much more than simply the final decision making.

(3) Current happenings in education reveal that there are forces affecting the selection process.

The purpose of this manual is to provide school level administrators with a structured program for improving their hiring skills. The manual was developed after consultation with school administrators, teachers, clerical and maintenance personnel, and food service workers. Personnel specialists from both the public and private sectors also contributed to the development of the program. The program has been utilized successfully by school administrators in Dade County, Florida.

The manual is divided into three distinct sections, each related to a major aspect of the hiring process. Sequentially, the manual is divided into the following sections: Pre-interview Screening, Interviewing, and Personnel Selection.

This manual is one of the appendices in a report prepared by the authors in partial fulfillment of the degree requirements of the National Ed. D. Program for Educational Leaders, Nova University.

Frank DeLaurier
Jean Moeller
Lewis Schoettle

OBJECTIVES

GENERAL OBJECTIVE

The participant will be able to effectively and reliably conduct all activities of the hiring process.

SPECIFIC OBJECTIVES

1. The participant will be able to satisfactorily (a) develop job specifications and (b) utilize screening devices to establish lists of eligible interviewees.

2. The participant will be able to satisfactorily design employment interviews.

3. The participant will be able to satisfactorily (a) apply data on individual interviewees to employment criteria and (b) conduct post-employment interviews.

INSTRUCTIONS

Although this program can be implemented on an individual basis, it is not intended that participants work completely and exclusively alone. At least one program facilitator is available as a resource. This facilitator will assist in providing the needed materials and equipment, clarify unclear procedures, help with decisions about progress, serve in the evaluative stages, and generally facilitate the attainment of the objectives. It is also suggested that two or more participants can benefit from working cooperatively together on the various activities.

The program requires a minimum of four meetings between facilitators and participants: one meeting in the introductory phase of each of the three main components of the hiring process and one post-assessment conference. Other support help and class sessions can be scheduled upon request.

The concluding page(s) of each of the program components provide participants with an Individual Record System (IRS) form for use in identifying the "Observable Criteria" of each Specific Objective's accomplishments and charting individual progress in the training program.

PRE-ASSESSMENT

DIRECTIONS: The following questions are designed to help you decide whether or not this training program may be of value to you. If you can answer all of the questions confidently with a "YES," you probably have already mastered the major concepts contained here. If that is the case, you might decide to go on to other kinds of training -- or you might do this one for fun. If, however, you find that the pre-assessment questions point up areas where you need to develop competencies, simply proceed with the activities as planned.

1. Can you identify at least three advantages that point to developing job specifications as a critical element of the hiring process?

2. Can you list five categories of data appropriately included in job specifications?

3. Can you generate an efficient structure for collecting and analyzing data needed for the hiring decision?

4. Do you feel able to critique and/or justify your interviewing strategies to another person or a facilitator of the training program in hiring school personnel?

5. Are you able to identify at least five common interviewing pitfalls?

6. Can you substantiate the objectivity of your employment decisions?

7. Do you think you could specify five reasons for conducting effective post-employment interviews and convince a colleague of the benefits?

8. Have you been provided with prior training in the hiring of school personnel? (If yes, please specify.)

SPECIFIC OBJECTIVE 1

The participant will be able to satisfactorily (a) develop job specifications and (b) utilize screening devices to establish lists of eligible interviewees.

RATIONALE

School administrators are busy people. The greatest demand placed upon a school administrator is time. The efficient use of available time is a goal that successful administrators are constantly seeking. Screening from among applicants for a position vacancy efficiently provides administrators with more time for other tasks. The specifications of a job vacancy appropriate form the basis for the total hiring process.

PROCEDURES

In this initial component of the training program, you will focus on two major aspects of the personnel selection process: the writing and dissemination of job specifications and the selection from among applicants for interviews.

Writing Job Specifications

(1) Identify a potential position vacancy at your school site.

(2) Examine the duties and responsibilities of the position. Determine the qualifications necessary to fulfill those duties and responsibilities.

(3) Specify federal, state, and district restrictions on the selection process such as that of equal opportunity employment. Involve the immediate supervisory personnel in determining the job qualifications.

(4) Read "Job Description Writing Style" on page 9. If there is no job description provided by the central personnel office, write such a description.

(5) Read "Categories of Data on Job Descriptions" on page 9. If a job description does exist, add the additional duties specifically related to your particular situation.

(6) Read "The Role of the Job Analyst" on page 10. Specify the critical elements of the job - the "make or break" aspects.

(7) Compare your job specifications to the guidelines of the "Observable Criteria for Job Specifications" on page 11. Modify as needed.

SPECIFIC OBJECTIVE 1 - Continued

(8) Generate a list of job specifications for a different kind of position vacancy at your school site.

(9) Compare the guidelines of the "Observable Criteria for Job Specifications" on page 11 to the second set of job specifications. Identify the deficiencies.

(10) Contact the program facilitator and/or select pertinent articles from the bibliography in this manual if needed for further strengthening or clarification.

Writing Job Announcements

(1) List the specific title of a position vacancy at your school site.

(2) List the primary duties and responsibilities inherent in the position.

(3) List the attitudes and legislation in the nation and the community with respect to race, national origin, religion, age, sex, and handicaps that influence the hiring process.

(4) List the qualifications applicants are required to possess prior to submitting an application.

(5) List the qualifications that may be desirable but not required of applicants.

(6) Indicate the salary range for the position.

(7) Direct interested applicants to submit a resume'. Specify the contents of the resume' (relate qualifications to the job specifications).

(8) Specify to whom the resume' should be addressed and the deadline for accepting applications.

(9) Disseminate the job announcement. In most instances, the dissemination process is related to the qualifications specified for the position vacancy. In seeking a school administrator or a special education teacher, a wide dissemination is required. However, a head custodian or food service manager vacancy does not generally require advertisement outside of the school. A wide dissemination of job announcements is generally desirable because of the greater choice of applicants provided.

(10) Compare the guidelines of the "Observable Criteria for Job Specifications" on page 11 to your job announcement. Modify as needed.

SPECIFIC OBJECTIVE 1 - Continued

Utilizing Screening Devices

After determining the job specifications and writing and disseminating the job announcements, the school level administrator should determine the devices to be employed for screening from among applicants for interviews.

(1) The pre-interview questionnaire is designed to assist the interviewer in gathering specific background information about the applicant. The pre-interview questionnaire should elicit basic information about the applicant that is biographical in nature. However, questions related to sex, age, marital status, race, and religion are not appropriately included because of the equal opportunity employment and other restrictions placed on the hiring process. These restrictions should be clarified before continuing in the training manual.

(2) The pre-interview questionnaire should give the applicant an opportunity to list previous places of employment, as well as duties and responsibilities related to each position. Information about hobbies, civic and cultural interests, and a section for the applicant to relate other pertinent information may also be included in the questionnaire.

(3) The skills demonstration is particularly useful in hiring clerical, custodial, and other service personnel. Basically, the skills demonstration provides an opportunity for the applicant to demonstrate specific ability. Examples of skills demonstrations include typing and shorthand demonstrations, office machine operation, recipe preparation, floor care, scheduling capability, etc.

(4) The "Situational Response Questionnaire" is a set of questions designed to elicit responses from the applicant that will indicate possible responses in certain problematical situations. The school site administrator should present situations that allow the applicant to show capabilities for logical thinking, creativity, risk taking, reacting under stress, and/or other dimensions that are indicative of the critical elements of the position vacancy. The "Situational Response Questionnaire" should present situations which are open-ended, allowing the applicant an opportunity to exhibit as much knowledge and ability as possible within the time allowed. The time constraints should be explained in advance of the administration of the device.

(5) Compare the guidelines of the "Observable Criteria for Job Specifications" on page 11 to your use of screening devices. Modify as needed.

SPECIFIC OBJECTIVE 1 - Continued

Weighting the Aspects of the Personnel Selection Process

Several aspects of the personnel selection process have been identified: the letter of application, the pre-interview questionnaire, the skills demonstration, and the "Situational Response Questionnaire."

(1) It is suggested that performance on each aspect of the selection procedure outlined above would be appropriately rated on a five point scale according to the following criteria:

5. Excellent
4. Very Good
3. Average
2. Below Average
1. Poor

(2) The task of the interviewer is to assign weightings to the scores on each aspect of the selection process, as well as the interview that will be conducted subsequently. For example, it is determined that for a school clerk position, which requires certain skills and an ability to deal with school patrons, the following selection devices would be used:

A. Letter of Application
B. Skills Demonstration
C. Pre-Interview Questionnaire/References
D. Interview

The interviewer must review the duties, responsibilities, and critical elements inherent in this position and make a judgment as to the relative importance of each of the listed selection devices. An appropriate weighting scheme in this instance could be the following:

A. Letter of Application	1.0
B. Skills Demonstration	1.5
C. PreInterview Questionnaire/References	0.5
D. Interview	1.5

The applicant's score on each aspect of the selection process would be a multiple of the weighting for that aspect of the selection process. An example of this application is indicated below.

	Raw Score	Weighting	Scaled Score
LETTER OF APPLICATION	4	1.0	4.0
SKILLS DEMONSTRATION	3	1.5	4.5
PRE-INTERVIEW QUESTIONNAIRE/REFERENCES	3	0.5	1.5
INTERVIEW	2	1.25	2.5
		TOTAL	12.5

SPECIFIC OBJECTIVE 1 - Continued

The use of the total scaled score of each applicant will be discussed further in the personnel selection section of this manual.

Selecting from Among Applicants for Interviews

The selection of interviewees may be made by the individual who will be responsible for conducting the interview, the immediate supervisor for the position, or the school-site administrator. Selection may also be made by a committee appointed by the school-site administrator. While the selection process involves a high degree of subjectivity, the following procedures and considerations are recommended.

(1) Clarity and brevity should be attributes in the applications of those persons selected for interviews.

(2) The resume's should include appropriate grammar, construction, and syntax.

(3) After matching the qualifications described in the job specifications to the collected data on the individual applicants, make a list of potential interviewees.

(4) Selection those persons who appear to be best qualified for the position vacancy. Place these in rank order.

(5) Determine the amount of time available for conducting interviews. Even though the actual interview will take less time, allow approximately one hour of time for each applicant.

(6) Based on the available time, determine the number of applicants to be interviewed. Utilizing the rank order list; identify, schedule, and notify the interviewees.

(7) Compare your selection process to the guidelines of the "Observable Criteria for Job Specifications" on page 11. Modify as needed.

JOB DESCRIPTION WRITING STYLE

Desirably, the job description is written in a simple, concise, and brief style. The format is designed for easy, quick reference that avoids confusion.

The folowing stylistic specifications are suggested:

(1) A functional (doing) verb at the start of each sentence.
(2) The third person singular (omitting the pronoun).
(3) The present tense.
(4) A terse, precise, direct style, eliminating any words not providing necessary information (3).

CATEGORIES OF DATA ON JOB DESCRIPTIONS

The Occupational Analysis Division of the U. S. Department of Labor suggests that employment specifications include the following minimally required categories of data.

(1) Amount and type of supervision received.
(2) Extent of responsibility.
(3) Need for (and opportunity to use) initiative.
(4) Necessary background of knowledge.
(5) Degree to which alertness is important.
(6) Judgment factor.
(7) Level of dexterity called for.
(8) Standards of accuracy.
(9) Tools and equipment used.
(10) Production standards.
(11) Working conditions.
(12) Physical demands.

Other categories are typically included as specifications for particular positions:

(1) The types of consumers with whom interaction is required.
(2) The types of subordinates and their demands.
(3) The frequency of changes in methods or organization.
(4) The need for speed.
(5) The need for meeting deadlines.
(6) The need for coping with emergencies.
(7) The need for contingency planning.

Three main criteria are utilized in determining the appropriateness of the elements of the job description.

(1) Relevance. Is the attribute required for successful job performance? What is the standard for acceptance or rejection of an applicant on the basis of the attributes. No attributes should be itemized if possession of other attributes can compensate for its absence. The number of rejection attributes should be kept to a minimum.

(2) Differentiation. A differentiation attribute is one on which applicants differ to a considerable extent. If an attribute is irrelevant, its ability to differentiate is unimportant; if an attribute is relevant but not differentiating, its use is hardly meaningful.

(3) Overlapping. Overlapping means that the possession of one attribute is sufficiently correlated with the possession of other relevant and differentiating attributes that its evaluation adds little or nothing to the sum total of information about the candidate (8).

THE ROLE OF THE JOB ANALYST

The attempt would be made to get managers to focus on critical task components of their job openings and to derive explicit skill and related requirements from the actual tasks that would be required. Consequently, each interviewer would be provided with comprehensive information about each job vacancy which would form the basis for consistent selection standards (10).

The job analysis provides answers to several general questions.

(1) What does the employee do?
(2) How does he do it?
(3) What is the end product or objective of the job?
(4) What standards are used in evaluating performance? In other words, what is considered good performance and what is judged to be inadequate?
(5) What qualities characterize the supervisor and the employees in the work unit?

The job analyst must determine the critical elements of the job - the "Make or break" aspects . . . These elements may bear little relationship to what is typically included in a job description (8).

HIRING SCHOOL PERSONNEL
INDIVIDUAL RECORD SYSTEM

Name_____ Beginning Date_____

SECTION ONE
OBSERVABLE CRITERIA FOR JOB SPECIFICATIONS

1.1	Job descriptions contain the appropriate data.	____
1.1.1	The duties of the position are identified.	____
1.1.2	The responsibilities are identified.	____
1.1.3	The qualifications are described.	____
1.1.4	The restrictions on the selection process are specified.	____
1.1.5	The critical elements of the position are included.	____
1.1.6	The writing style is effective.	____
1.1.7	The categories of data are appropriately screened by considering relevance, differentiation, and overlapping.	____
1.2	Job announcements are effective.	____
1.2.1	The primary duties and responsibilities are listed.	____
1.2.2	The method of complying with legislation and attitudes in the nation and the community in regard to such general areas of concern as that of equal opportunity employment is indicated.	____
1.2.3	The required qualifications are delineated.	____
1.2.4	The desirable attributes of the potential employee are indicated.	____
1.2.5	The contents of the resume' are specified.	____
1.2.6	The salary range is included.	____
1.2.7	The person to whom the resume' is addressed and the deadline for accepting applications are indicated.	____
1.2.8	The announcement is appropriately disseminated.	____
1.3	Screening devices are satisfactorily utilized.	____
1.3.1	The pre-interview questionnaire is appropriately developed and utilized.	____
1.3.2	The skills demonstration and the "Situational Response Questionnaire" are appropriately used as needed.	
1.4	The screening structure is efficient.	____
1.5	The screening process is objective and complete.	____

SPECIFIC OBJECTIVE 2

The participant will be able to satisfactorily design employment interviews.

RATIONALE

Effective interviewers consider the appropriate use of a variety of interviewing formats, utilize open-ended questions designed to encourage applicants to talk, actively listen, and demonstrate an awareness of common interviewing pitfalls. In addition, the interview is efficiently focused so as to collect the prescribed data.

PROCEDURES

At this point in the training program, the school administrator should be familiar with the procedures presented to assist in the pre-interview screening process. The next step in the personnel selection process is the interviewing of job applicants.

Preparing for the Interview

Advance preparation by the interviewer is considered essential to the success of the selection process for two basic reasons.

(a) The interview is generally too brief to cover all the items that should be included and advance preparation permits focusing its coverage on the most important aspects.
(b) The interviewer will not remember many impressions and facts if he does not determine, in advance, the main points he wants to cover.
Advance preparation also provides the interviewer with insights into information he obtains and behavior he observes that he would miss if the applicant's history were unknown to him. (8)

(1) Generate written employment policies and procedures for your own school site. The statements should be in compliance with legislation for equal opportunity employment. The description should include the strategies for acquiring applicant information (a measuring act), processing information (including analysis and interpretation), and evaluating information in terms of predetermined standards. In addition, the notification process should be specified.
(2) Select a position vacancy for which you previous have written job specifications. Examine your own interviewing style. Then, utilizing the following data, generate an interviewing strategy for the position vacancy.

SPECIFIC OBJECTIVE 2 - Continued

(a) Read "Personal Style of Interviewing" on page 16.

(b) Read "Interviewing Techniques" on page 16.

(2) Consider the importance of the interviewer. The interview should be conducted by the responsible school site administrator. In most instances, this is the school principal. In large schools, it could be someone delegated by the principal to perform the interviewing function. One important point, the interviewer should be the same person who developed the job description and should also be required to monitor the selection process.
Designate the interviewer for your selected position vacancy and provide a rationale for your choice.
Read "The Interviewer" on page 17.

(3) The allocation of time is also a vital to the success of the interviewing process. Interviews should be scheduled about one hour apart. The remaining part of the hour can be utilized for writing notes about the preceding interview, returning calls received while the interview was in progress, and reviewing the application and resume' of the succeeding interviewee. As scheduling permits, interviews should take place within the same general span of time. Avoid scheduling interviews over a period of time greater than one week.

(4) Read "The Purposes of the Employment Interview" on page 17.

(5) Specify your objectives for the position vacancy.

(6) Analyze the job specifications of the position vacancy.

(7) List the personnel needs of the school in such areas as academic deficiencies of the pupil population, the need for improved school/community relationships, or increased initiative for change.

(8) Specify the bases for the employment decision in terms of the indicators of responses in the process of interviewing.

(9) Structure the collection of interviewing data.

(10) Compare available application and resume' data to the specifications of the position vacancy.

(11) Consider the interview setting. The interview should take place in a comfortable room or office that is well-lighted, ventilated, and free from interruptions. The arrangement of the furniture in the room is an important consideration. Some interviewers may wish to remove artificial barriers, such as a desk, and use a more intimate, conversational style of interviewing. Other interviewers feel more comfortable behind a desk in a traditional employer-applicant setting.

SPECIFIC OBJECTIVE 2 - Continued

(12) Analyze the need for pre-interview reception strategies. Generally, the interviewee should be scheduled to arrive at the school allowing sufficient time for completion of the preinterview questionnaire and other specified screening devices as determined by the interviewer. Devices such as a skills demonstration and the situational response questionnaire are effectively used in such situations.

The initial reception and administration of the screening devices may be handled by the school secretary or other personnel designated by the interviewer.

The pre-interview screening devices should be collected from the applicant for scoring about ten minutes before the interview is scheduled to begin. The applicant should be brought, not sent, into the interview setting. This is handled in many different ways at the discretion of the interviewer.

The Interview Conference

The interview conference should serve as a vehicle for implementing the strategies that have been designed to elicit information from and about the applicant. The actual conduct of the interview should be reflective of the personality of the interviewer. However, transcriptions or verbatim note taking should not be made. Notes can be made of the applicants' responses to specific questions and also of any impressions or feelings the interviewer may have about the applicant.

(1) Read "Key Question Areas for Interviews" on page 18.

(2) Read "Guidelines for Developing an Interview" on page 18.

(3) Read "The Interview Format" on page 19. Develop an interview for a position vacancy at your school site. Specify the format, the basis for the decision to employ, and the method of collecting and analyzing the data.

The Questioning Strategies

(1) Compare your questions in the interviewing format developed above to the criteria in "The Art of Questioning" on page 19.

(2) Specify the above deficiencies. Develop a second interviewing format for a different position vacancy at your school site.

(3) Compare your questions to the "Observable Criteria for Interviewing School Personnel" on pages 22-23. Modify or request facilitator assistance as needed.

SPECIFIC OBJECTIVE 2 - Continued

The Listening Strategies

(1) Read "Active Listening" on page 20.
(2) Describe five kinds of behavior that are indicative of active listening.

The Interviewing Pitfalls

(1) Read "Interviewing Pitfalls" on page 21.
(2) Conduct an interview conference using one of the options listed below.
    (a) Use a student teacher training program participant as a simulated interviewee for a professional position in your school. Ask three other participants and a training program facilitator to critique your interview. The training leader will submit a written summary of the critiques to you.
    (b) Use a student teacher or training program participant as a simulated interviewee for a professional position in your school. Video-tape the interview conference. Ask three of the participants and a training program facilitator to critique the video-tape of your interview. The training leader will submit a written summary of the critique to you.
(3) Compare your interview with the "Observable Criteria for Interviewing School Personnel" on pages 22-23. Modify your skills or request facilitator assistance for strengthening as needed.

PERSONAL STYLE OF INTERVIEWING

An individual's method of interviewing is often as distinctive as his as his manner of dress or any other reflextion of his personality. Different people conduct interviews in different manners. To name a few:

. The friendly interviewer. He attempts to get the applicant relaxed; his manner reflects a lack of pressure.
. Reserved and objective. This man, consciously or otherwise, builds a neutral climate, neither friendly nor hostile, neither warm nor cold.
. Probing, sharp. This man, under the guise of being businesslike (and sometimes under pressure himself) tends to create a certain amount of tension in the interview.

. . .(Each person must) decide his own style. It's not intended here to uphold the virtues of the "relaxed fellow" type of approach over the "let's get down to brass tacks" method. What is hoped, however, is that whatever your (leadership style) . . . , you use it knowingly and skillfully - with due respect for the feelings and intelligence of the applicant. (12)

TYPES OF INTERVIEWS

An applicant may be interviewed by one person; he may be interviewed by a series of individuals; he may be interviewed by a panel or board of individuals, all of whom are present at one time; or he may be involved in a series of different types of interviews. Some organizations make use of a group interview in which several applicants and one or more interviewers or observers are present. Usually this type of interview takes the form of applicants' interacting with each other instead of with interviewers, while observers make ratings of performance. This is called the leaderless group discussion, or the group oral performance test. (4)

INTERVIEWING TECHNIQUES

Most employment interviews are patterned. That is, the interviewer probes certain selected aspects of the applicant's background and follows a specific, detailed checklist of items.

In the situational or problem type of interview, a problem or project to be solved or completed is presented to the applicant or to a group of applicants. The group oral performance is of this type. The assumption underlying such a technique is that the behavior displayed in the solution is related to potential success on the job.

Stress interviews are deliberate attempts to create pressure to see how well a candidate will perform under stress. (4)

THE INTERVIEWER

Not all people are equally adept at interviewing. When selecting interviewers, the following qualifications should be considered: (a) alertness to cues, (b) ability to make fine distinctions and accurate perceptions, (c) ability to make immediate and accurate records, (d) willingness to use criteria established by the organization, and (e) ability to suppress biases.

The interviewer must be fully cognizant of the actions appropriate to his role and have at his disposal a repertoire of behavior to implement it effectively. In addition, there should be an appreciation of the interviewee's understandably inadequate role perception that will prompt the interviewer to coach and guide the interviewee in his part.

There are three sets of actions that the interviewer must assume. There are, first of all, the task behaviors that are designed to accomplish the main objectives of the interview; then there are the rapport behaviors that help the interviewer to establish a bond of communication with the interviewee; and finally there are those unique individual actions that constitute a response by the interviewer to his personal needs. (7)

THE PURPOSES OF THE EMPLOYMENT INTERVIEW

The main reason for the popularity of the selection interview is that it meets several purposes which are shared by both the interviewer and the applicant. Among the interviewer's purposes are:

(1) To gather information about the applicant that will assist in the prediction of future performance - the selection decision.
(2) To inform and perhaps sell the applicant on the job and organization.
(3) To determine whether the "personal chemistry" is good between the applicants and the people with whom they will be working; nearly every boss wants to see applicants on the short list, in spite of how good they may look on paper.

The applicant's purposes include:

(1) Presenting oneself favorably and selling oneself to the interviewer.
(2) Collecting information about the job and organization so that the applicant can make an informed selection decision about the company.
(3) To test personal chemistry. (5)

KEY QUESTION AREAS FOR INTERVIEWS

The following question areas are typically included in employment interviews.

(1) Will you please tell me about your personal background?
(2) Tell me about your work experience.
(3) How would you describe yourself?
(4) Tell about how you get along with people.
(5) Why are you considering changing jobs now?
(6) Describe why you would like to work with our organization.
(7) Describe the most ideal job for you. (1)

GUIDELINES FOR DEVELOPING AN INTERVIEW

If we consider all of the factors which create unreliability in the employment process and look for solutions, what would be the result?

(1) We know that a better interview should be structured. Therefore, personnel officers should have an outline of topics to follow, although they may probe and ask additional questions under the prescribed topics as they wish.
(2) A better interview should be tailored. It is naive and very likely incorrect to assume that there is one interview that will successfully select all applicants for all jobs. Therefore, the interview will have to vary according to the position to be filled.
(3) The process of evaluation in the interview should be simplified with emphasis placed on predicting behavior from behavior and eliminating translation to unobservable and poorly defined traits.

The following are four guidelines for developing an interview which meet the three criteria mentioned above. The guidelines are intended to produce only a part of the entire selection interview, that part which collects information for the selection decision.

(1) Start with the job. The main objective of the interview is job performance. These areas of performance are behaviors such as: applies technical knowledge and skills; interacts well with peers, subordinates, clients; plans and organizes work, people, things; and supervises others. It should be noted that each example focuses on what the job holder <u>does</u>, rather than on what he <u>is</u>.
(2) Specify information predictive of each area of performance. The emphasis here should be on observable performance. The sources of predictive information are (1) work experience, (2) non-work experiences, (3) training and education, and (4) reaction to hypothetical situations.
(3) Interviewing questions should be written to cover each of the above areas of information. (5)

THE INTERVIEW FORMAT

The structured interview is intended to accomplish the most important objective of the selection interviewing process, that of gathering information on which the selection decision is made. Several questions should be inserted under each topic to complete the interview format and direct the achievement of all objectives of the selection interview for a particular position vacancy.

(1) Establish rapport.
(2) Explain the purpose or set the agenda of the interview.
(3) Gather predictive information.
(4) Describe the job and the organization.
(5) Answer questions and allow the applicant to add information.
(6) Conclude the interview. Summarize the interview process briefly and explain what will happen next in the employment process. (5)

THE ART OF QUESTIONING

One of the crucial arts in the entire process of interviewing is the asking of questions. The three bases of successful questioning are (1) manner, (2) thought, and (3) wording. Weakness in any one of these can void accomplishments in the other two. For example, despite a fine manner and good thinking, a leading question given in a pleasant manner is worth nothing if the question seeks information of no value. (2)

The following are general questioning guidelines.

(1) It is best to try to phrase questions in a declarative form.
(2) Open-ended questions, that is, questions that cannot be answered with one or two words, are much more effective than closed questions.
(3) Comprehensive introductory questions such as "Tell me about yourself" are excellent stimulants for the applicant because they suggest subtly to him that he is expected to do most of the talking.
(4) Questions that are based on what the applicant has just said show that the interviewer is listening carefully and encourage the applicant to continue to talk.
(5) Initially, the emphasis is upon the what, where, and when.
(6) Ultimately, however, the underlying life style and motivational patterns of the applicant are elicited by questions that focus on the why, who, and how. (7)

ACTIVE LISTENING

The skill of listening is described as involving hearing, understanding, and remembering. However, to enter the realm of active listening, we must convey to the interviewee that we are in fact grasping the meaning of what is being communicated. For the communications cycle to be meaningful and to allow for continued exploration of the various facets and experiences of the applicant's background, there are several actions-behaviors that we need to display. Listening during an iterview has several beneficial effects: The applicant sees that he or she is a part of the process and is more inclined to be open, thereby giving information of a higher quality. (7)

Often the most significant information is offered by an applicant after a period of silence. Using silence effectively, therefore, is one of the most powerful tools the interviewer has. Few know how to employ this technique because, for the uninitiated, there is a natural tendency to become somewhat anxious when silence occurs in the interview. A few seconds seems like ten minutes. The untrained interviewer will interrupt this meaningful period by introducing another thought or another question.

There are two ways to make silence work. (1) After asking a question, the interviewer should wait until the applicant answers in some way, no matter how many seconds of silence pass. (2) After the applicant answers a question, it is desirable to avoid jumping in with another question immediately. Often, the applicant will continue to elaborate on what he has just said in a very meaningful way.

While silence is the interviewers most powerful tool, reflection and restatement are his sharpest and most incisive. Reflecting an applicant's ideas is the best way of showing him that the interviewer accepts them and is trying to understand him. Restating also gives the applicant an opportunity to hear what he has just said, to correct or modify it if the interviewer did not hear him accurately, or to elaborate on it. (3)

Active listening includes the following attributes:

(1) Interest,
(2) Patience,
(3) Linking,
(4) Alertness,
(5) Concentration, and
(6) Deliberation. (7)

INTERVIEWING PITFALLS

Some of the most common interviewing pitfalls involve deficiencies in listening skills.

(1) Anticipation. When an applicant begins a sentence, interviewers have a tendency to anticipate the remainder of the sentence. They them stop listening and begin to think of what they will ask next.
(2) Intolerance. Interviewers are often intolerant, that is, mentally critical of the physical speech, appearance, or mannerisms of an applicant. Consequently, they will either pay little attention to what he is saying or interpret it inaccurately.
(3) Impulsivity. Interrupting an applicant before he can complete an answer.
(4) Indolence. Listening takes such hard mental effort that many interviewers become lazy and let their attention wander.
(5) Suggestibility. Interviewers are often influenced by emotionally loaded terms. If an applicant says his former supervisor was "unbearable", the interviewer should ask him what he means by that word. (7)

The checklist of "don'ts" for interviewers includes the following items.

(1) Don't start if you haven't time for a thorough job.
(2) Dont' stress the applicant's deficiencies or handicaps.
(3) Don't ask questions which suggest desired answers.
(4) Don't be intolerant.
(5) Don't be aggressive.
(6) Don't be argumentative.
(7) Don't criticize or reprimand the applicant.
(8) Don't be unreasonable in your demands of him.
(9) Don't fail to get all the information you need from the applicant.
(10) Don't waste time during the interview.
(11) Don't treat the applicant in a way that you yourself would not like to be treated.
(12) Don't build false hopes.
(13) Don't oversell the job.
(14) Don't rush through the interview.
(15) Don't request duplicative data such as that required by questions on the application form.
(16) Don't give opinions; just answers.
(17) Don't pry into the applicant's personal life.
(18) Don't use a phony excuse for turning him down.
(19) Don't generally announce your decision at the conclusion of the employment interview.
(20) Don't be unreasonable in your demands of the applicant.
(21) Don't be dishonest in any way.
(22) Don't send any applicant away with a bad feeling about the school.

HIRING SCHOOL PERSONNEL
INDIVIDUAL RECORD SYSTEM

Name_____ Beginning Date_____

SECTION TWO
OBSERVABLE CRITERIA FOR INTERVIEWING SCHOOL PERSONNEL

2.1 Preparations are complete. ____

- 2.1.1 Written employment policies and procedures are utilized. ____
- 2.1.2 Consideration is given to the appropriate interviewing strategy. ____
- 2.1.3 The interviewer is appropriately designated. ____
- 2.1.4 Time is appropriately allocated. ____
- 2.1.5 Consideration is given to the appropriate arrangement of the interview setting. ____
- 2.1.6 The interview is appropriately planned. ____
  - 2.1.6.1 The purposes are specified.
  - 2.1.6.2 The job specifications are analyzed.
  - 2.1.6.3 The needs and objectives of the school are considered.
  - 2.1.6.4 The bases for the employment decision are specified.
  - 2.1.6.5 The methods for eliciting and collecting data are prescribed.
  - 2.1.6.6 The data on applicants are analyzed.
- 2.1.7 Pre-interview reception strategies are appropriately specified and analyzed. ____

2.2 The structure of the interview conference effectively results in the efficient collection and correct interpretation of the prescribed information. ____

- 2.2.1 In the initial stages, the interviewer efficiently encourages the applicant to talk freely. ____
- 2.2.2 During the main portion of the interview, the applicant does most of the talking while the interviewer effectively directs the dialog along the appropriate areas. ____
- 2.2.3 In the dialog, the interviewer is sensitive to implications of the applicant's motivation, stability, truthfulness, mannerisms, and other employment assets. ____
- 2.2.4 The interviewer probes only in areas of relevance to the employment decision in order to determine both strengths and weaknesses for every applicant. ____

(continued)

INDIVIDUAL RECORD SYSTEM - SECTION TWO - Continued		
2.2.5	The interviewer avoids outward signs of approval or distress.	____
2.2.6	At the conclusion of the main portion of the interview, the interviewer provides the applicant with a general description of the school situation, the position responsibilities and opportunities, and the subsequently required employment procedures. (Intricacies of the position are not appropriate at this time. Rather, interested applicants are told that more precise information will be discussed after the employment decision has been made.)	____
2.2.7	The conduct of the interview appropriately sells the applicant on the position and the school.	____
2.2.8	Applicants are provided with an opportunity to ask questions.	____
2.2.9	The interview is appropriately concluded with a summary of what was discussed and a description of the next employment step.	____
2.3	The interviewer records the prescribed employment data.	____
2.4	Questioning strategies are effective.	____
2.4.1	Questions are generally phrased in the declarative form.	____
2.4.2	Questions are open-ended.	____
2.4.3	Introductory questions subtly suggest that the applicant is expected to do most of the talking.	____
2.4.4	Questions are generally based on what the applicant has just said.	____
2.4.5	The questions appropriately focus on the collection of the prescribed data.	____
2.5	The interviewer actively listens.	____
2.6	The interviewer demonstrates an awareness of interviewing pitfalls.	____

SPECIFIC OBJECTIVE 3

The participant will be able to satisfactorily (a) apply data on individual interviewees to employment criteria and (b) conduct post-employment interviews.

RATIONALE

The personnel selection process appropriately focuses on the objectivity of the decision making by verifying the collected data and comparing it to the prescribed employment criteria of the job vacancy. The effectiveness of the initial orientation that accompanies the notifica- of the new employee is vital to the success of the total personnel selection process. The continuing success of the employment process is further encouraged by administrative strategies designed to follow-up, at the actual job site, the strengths and weaknesses of the selected employee. Thus, indicators of the deficit areas in the administrator's hiring process are identified and serve as guides for further study.

PROCEDURES

At this point, the participant should have completed the sections of the training program related to the screening of job applicants and the interviewing of school personnel. Next, the personnel selection phase of the program is structured so as to minimize bias and subjectivity in decision making.

Verifying Applicant Data

The verification of applicant data plays an important role in the employment process. Prior to the employment decision, selected data on the applicant are verified as needed.

(1) The procedures for verifying applicant data should provide for compliance with the restrictions of legislation for equal employment opportunities. The rationale for verification describes the strategy as a method for obtaining additional information about an applicant and a device for substantiating information provided by the applicant. In school settings, the most frequently verified type of information is the applicant's previous employment record. Similarly, in eliciting the above information, effort is typically expended for an in-depth verification. Personnel managers have long discussed the merits of various methods of verification of information. A telephone check is the quickest way to obtain information from previous employers, schools, and personal references. It also has advantages over a mailed inquiry. For example, telephoning flexibly allows for the insertion of additional questions, for more frank responses, and for economy of responding time. Disadvantages of

SPECIFIC OBJECTIVE 3 - Continued

checking by telephone are sometimes evidenced by employers who refuse to release information because of uncertainty in regard to the identity of the questioner.

(2) Develop verification procedures for your school site. Specify the frequency and data for verification, the restrictions on the process, and the method and depth of the collection process.

(3) Uniformity of data collection is encouraged by the use of prescribed questioning guidelines or verification devices. Read "Verifying Applicant Data" on page 28.

Selecting the New Employee

(1) Although the decision making is an important and difficult step, the degree of effectiveness of the steps leading up to this point will make decision making easier. Almost universally, applicants whose qualifications do not meet current job specifications are excluded in the initial screening phases of the employment process. While the initial screening may be done by one person or one group, joint decision making is the most effective.

(2) Although the decision making appropriately focuses on the job specification indicators, the implications of the school situation for responding to varying applicant needs are also important considerations. Read "The Influence of Applicant Experience on the Decision to Employ" on pages 28 and 29.

(3) An applicant rating sheet should be utilized for each applicant (see page). The applicant rating sheet is coded with random, seven digit numbers and attached to a large manila envelope. A code number is then assigned to each applicant and a master list of the applicants' names and corresponding code numbers is retained by someone other than the interviewer, usually a school secretary. The manila envelope contains the letter of application, the pre-screening devices, interview notes, and other information related to a particular applicant. At the conclusion of the interview process, the applicant's raw scores on each aspect of the selection process are recorded on the applicant rating sheet. The weightings are then applied to the raw scores and a scaled score is derived. The total scaled score is also determined.

(4) OPTION A
Each applicant is ranked according to the total scaled score as indicated on the applicant rating sheet.

(5) OPTION B
The interview is video-taped. The tape of each interview conference is reviewed independently by individuals designated by the school site administrator. Each individual rates each applicant. An average interview score is them derived for each applicant. That

SPECIFIC OBJECTIVE 3 - Continued

score is applied to each applicant rating sheet, the total scaled score is derived for each applicant, and each applicant is them ranked.

(6) The coded number on the applicant response sheets are compared to the list containing the names of the applicants and code numbers. At this point, the name of the applicant selected to fill the position is revealed for the first time.

Notification and Orientation Procedures

(1) A phone call should be made to the successful applicant to determine whether or not he/she is prepared to accept the position. Once this is determined, a confirmation letter should be sent to the successful applicant.

(2) The unsuccessful applicant should be notified in writing, and, if the performance was impressive, he/she should be invited to apply for subsequent position vacancies.

(3) The selection process, whether it is the initial assignment of an employee to a job or the reassignment or promotion of an employee, provides unique opportunities for the employer to capitalize on this typically impressionable early stage by planning for the development of positives attitudes and perceptions of the organization, a sense of really belonging that will sustain the employee through the inevitable disappointments that are met in any job, and an understanding of the company, the facilities, the resources, the communications structure, the training, and the task analysis. In short, the post-employment orientation tells the new employee what he/she needs and wants to know at a critical learning time in a deliberate effort to reduce anxieties and facilitate effective functioning in the job.

(4) The following items are among those typically included in the initial orientation process:
   (a) Overview of the organization - brief history, what the organization does (products, clients, services), where it does it, how it does it, organizational structure, etc.
   (b) Policies and procedures - work schedules, school calendar, types of leave, promotions, transfews, training, etc.
   (c) Benefits
   (d) Employee organization information
   (e) Physical facilities
   (f) Job instructions (task analysis)
   (g) Provide for socializing activities

(5) Checklists of orientation data are typically provided to guide the dissemination of information and other activities.

(6) Follow-up strategies are vital to the effectiveness of the orientation interview.

SPECIFIC OBJECTIVE 3 - Continued

(7) Develop a specific plan for orientation interviews at your school site. Compare the "Observable Criteria for Personnel Selection" on page 30 to your plan.

Analyzing the long-term effectiveness of the employment decision

(1) Utilizing as the bases the initially prescribed job specifications for a particular position vacancy, describe the actual job behavior of the selected employee after three months of employment.
(2) Generate a strategy for the follow-up of the effectiveness of the employment process.
(3) Provide a plan for remediating the related employment deficits.

VERIFYING APPLICANT DATA

In making the most of investigative contacts at places of employment, some of the following questions may be considered.

(1) What were the dates of the applicant's employment with your company?
(2) What did you hire him to do?
(3) What changes, if any, occurred in his job duties while he was with your company?
(4) What did he do best? What did he like best?
(5) What duties gave him the most difficulty?
(6) How well did he meet your expectations?
(7) If his work was similar to that of others, was he a high, medium, or low producer?
(8) How were his relationships with people - superiors, associates, clients?
(9) How extensive was his knowledge of the field?
(10) In what ways and to what extent did his outside life and interests affect his work?
(11) In what ways, if any, has he shown initiative, persistence? originality?
(12) How well does he organize and plan?
(13) How does he react to pressure?
(14) Why did he leave?
(15) Would you rehire him?
(16) What type of situation do you think is best for him?
(17) What were his outstanding strong points?
(18) What were his weak points?
(19) How much direction or support did he require?
(20) Do you have any additional comments regarding the applicant?

THE INFLUENCE OF APPLICANT EXPERIENCE ON THE DECISION TO EMPLOY

What are the advantages and disadvantages of hiring people with experience? Selection is likely to be more accurate, turnover less of a problem, and training costs lower (unless the position requirements are unique). In addition, experienced employees bring in new ideas from their pervious work which can be highly valuable. Conversely, employers who hire the young benefit from the inherent advantages of youth (to which there are many exceptions): up-to-date education, vigor, a longer period of work expectancy, and the opportunity for molding a career from the very beginning. The disadvantages of the inexperienced employee include the greater cost of training and the greater likelihood of mistakes in selection (because of the tendency of young people to change and the relative scarcity of information about them).

Consequently, there is no one prescription for all situations. The following questions were formulated to guide the weighting of the experience attribute and, subsequently, to serve as a supplement to the specifications of the position vacancy.

(Continued)

THE INFLUENCE OF APPLICANT EXPERIENCE ON
THE DECISION TO EMPLOY - Continued

(1) Does the organization have the training facilities to teach newly hired employees with aptitude but no experience?
(2) Does the organization have supervisors with the necessary time, patience, and skill to do the teaching?
(3) Is the organization atypical in its requirements, so that experience elsewhere is not relevant?
(4) How do the experienced applicants compare with those who have aptitude but no experience?
(5) What is the age distribution of the present employees? Is there, for example, a high average age that needs reduction?
(6) Can the organization offer a career - a chance for growth and development - or is there a low ceiling on opportunity?
(7) To what extent are the ideas and education of present employees outmoded? Is the new knowledge of outsiders needed to refurbish the organization?

HIRING SCHOOL PERSONNEL
INDIVIDUAL RECORD SYSTEM

Name_____Beginning Date_____

SECTION THREE
OBSERVABLE CRITERIA FOR PERSONNEL SELECTION

3.1 Data are appropriately verified. ____

- 3.1.1 Written procedures describe the frequency of information verification. ____
- 3.1.2 The strategy for verification is specified. ____
- 3.1.3 The depth of the verification is specified.
- 3.1.4 Devices are provided for guiding and collecting the verification information as needed. ____

3.2 The personnel selection decision is efficiently structured and objectively determined. ____

- 3.2.1 In the process of decision making, consideration is given to the influence of the applicant's experience on the employment criteria. ____
- 3.2.2 The collected data is efficiently analyzed. ____
- 3.2.3 Objectivity is the basis for the decision making. ____

3.3 The notification and post-employment interviews are effective. ____

- 3.3.1 The responsibility for notification and orientation is assumed by the interviewer. ____
- 3.3.2 A structure provides for the completeness of the orientation coverage. ____
- 3.3.3 Procedures are provided to serve as guides to the time requirements and method for implementing the orientation. ____
- 3.3.4 Plans are provided for a formal, systematic follow-up to the new employee orientation. ____

3.4 Follow-up strategies are designed for use at the actual job site to specify the effectiveness of the employment decision making process. ____

- 3.4.1 The strengths and weaknesses of the employee are described. ____
- 3.4.2 Plans are designed to remediate the related employment deficiencies. ____

POST-ASSESSMENT

Name_____ Date_____

SECTION ONE

(1) Write job specifications for each of six distinct types of positions within your school.

(2) Write a job announcement for the head custodian position at your school.

(3) Design a pre-interview questionnaire for a teaching position.

(4) List two types of skills demonstrations and indicate the positions with which they would be used.

(5) Write two questions which could be used in a situational response questionnaire. Indicate the particular position to which each would be applied.

(6) Describe your strategy for establishing the list of interviewees.

SECTION TWO

(1) Develop questioning strategies for one professional position and one non-professional position in your school.

(2) Describe the interview setting you use in your school and draw a floor plan of the arrangement.

(3) Conduct an interview conference using one of the options listed below:

(a) Use student teachers or a training program participant as a simulated interviewee for a professional position in your school. Ask three other participants and a training facilitator to critique your interview.

(b) Use a student teacher or training program participant as a simulated interviewee for a professional position in your school. Video-tape the interview conference. Ask three of the participants and a training facilitator to critique the video-tape of your interview.

SECTION THREE

(1) Review video-tapes of three applicants for a teaching position. Utilize the selection procedures outlined in in the manual.
(2) Repeat the procedure.
(3) Outline an effective post-interview orientation program.

TRAINING PROGRAM

E V A L U A T I O N

PLEASE RATE THE FOLLOWING ITEMS BASED ON YOUR PARTICIPATION:

	EXCEL. 5	HIGH 4	AVER. 3	LOW 2	POOR 1
1. Organization					
2. Objectives adequately defined					
3. Objectives accomplished					
4. Pace of activities					
5. Clarity of presentation					
6. Effectiveness of presentators					
7. Interest level					
8. Practicality or usefulness.....					
9. Relevance of content					
10. Facility					
11. Convenience of location (geography)....					
12. Length of session					
13. Overall evaluation					

COMMENTS: _____

_____

_____

Check one of the following to identify yourself:

___District administrator ___District supervisor ___District instructional

___School administrator ___School supervisor ___School instructional

___District non-instructional ___School non-instructional

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